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Abstract

Five teacher education institutions, one county school system, and the State Department of Education cooperated in the development of the Pilot Center for Student Teaching. Representatives from the institutions formed a steering committee with subcommittees selected to plan the student teaching program, a seminar for student teachers, an inservice program for supervising teachers, and means of financing a continuing program. The purpose of the Pilot Center was to develop an administrative framework within which the cooperating agencies could combine their resources in order to provide a better quality student teaching experience for students from each institution. The Center provided the organizational vehicle for bringing to weekly student seminars the best talent available in the cooperating agencies, for making these same people available to do intensive classroom supervision when needed, for consultant help to supervising teachers in specific need instances and for channeling feedback from all sources into improved program. Operation began in the spring of 1967 with 26 students assigned to as many supervising teachers in 12 schools for nine weeks of full-day student teaching; the second and third semesters involved 31 and 27 student teachers. (Included are descriptions of the program background and impact; organizational charts; role descriptions; and forms used in the Center. ED 030 626 is a related document.) (JS)

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WEST VIRGINIA

Multi-State Teacher Education Project

(P.L. 89-10, Title V, Section 505)

Pilot Center for Student Teaching

Final Report

July 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SP003296

FOREWORD

The Division of Teacher Preparation and Professional Standards published in 1963 standards for student teaching which called for changes in established administrative structures and systems of control. These standards, which assigned to the public schools broader rights and responsibilities in the conduct of student teaching, were the outgrowth of a conviction among some leaders that the student teaching experience must change.

Although the standards were developed cooperatively by collegiate specialists, classroom teachers, school administrators, and specialists in the State Department of Education, they produced little change in actual practice. The reasons were understandable. Money needed to convert theory into reality was not available. In some situations, individuals feared that the proposed changes might alter to a disadvantage the positions they held. Others had agreed with the proponents of change without feeling strongly that change was badly needed and would become an actuality. It is not unusual for a widely representative committee to reach with relative ease the agreements necessary for the publication of its objectives, and then to find that disagreements develop when it is realized that the committees' objectives are expected to become operational.

The opportunity to participate in the M-STEP program was the answer to West Virginia's problem. Its consultant help and financing made possible the establishment of a kinetic Center needed to test the practicality of changing the established administrative structures and systems of control of student teaching in West Virginia.

Genevieve Starcher
Director of Teacher Preparation
and Professional Standards

PREFACE

This brief report of a highly complex and involved cooperative effort in student teaching by five teacher education institutions, a large county school system, and a state department of education, must, of necessity, fail to include many of the details of such an operation. Indeed, it is doubtful that many of the specific incidents would be of value to others even if reported.

However, the report does attempt to describe the background conditions and forces from which the project arose on the assumption that these conditions and forces exist in varying degree in other places.

A description of the project, its salient features and its stated objectives is also given and the report concludes with some observations concerning those problems encountered in the project which were judged as widespread enough to be likely trouble spots for others attempting to travel the same road.

The forms developed for use in the project are appended to the report in the belief that they add to the description of the student teaching program and in the hope that they will prove of value to others.

Additional copies of the report are available in limited quantities from the West Virginia Department of Education, Division of Teacher Preparation and Professional Standards, Charleston, West Virginia, 25305.

John B. Himelrick, Sr.
Director, M-STEP

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I. THE BACKGROUND OF M-STEP IN WEST VIRGINIA

The Status of Teacher Education

In a final memorandum issued on the day of her retirement (June 30, 1968) and addressed to her colleagues in teacher education throughout the State, Genevieve Starcher, long-time Director of Teacher Preparation and Professional Standards in West Virginia, made the following statement:

> "... I leave with the feeling that at no time has the need for change in teacher education been so great and the need to provide opportunity for change been so vital."

The intense desire to bring about needed changes in teacher education expressed in this memorandum was by no means a new purpose to Miss Starcher. She had dedicated a large segment of her professional life to initiating change in teacher education. This viewpoint was shared by a few other educators in West Virginia. An awareness of certain conditions existing in the State at the time the Multi-State Teacher Education Project (M-STEP) was conceived gave impetus to the need. Following, in no particular order, is a partial list of these situations, some of which continue to plague teacher education in the State:

1. A relatively large number of teachers educated in West Virginia leave the State to teach elsewhere at higher salaries.
2. The age level of West Virginia Teachers is high and retirement claims a substantial number of them each year.
3. Several of the colleges in West Virginia are small and have difficulty in properly funding student teaching programs.
4. A majority of the colleges in West Virginia are located in small communities making it difficult to locate sufficient student teaching stations and qualified supervising teachers.

5. The student teaching population is increasing.
6. The conditions described in items 1-5 (small institutions, sparsity of qualified personnel, distance factors, etc.) tend to result in poor utilization of physical and human resources.
7. Public schools in West Virginia traditionally play a more or less passive role in student teaching programs, especially in the planning and administration of these programs.
8. The West Virginia Teacher Education Council, a quasi-legal arm of the State Board of Education, has developed excellent State standards for student teaching. However, these standards are dependent on leadership from the State level to insure their implementation.

Prior to the M-STEP program a number of the people engaged in teacher education were acutely aware of these existing conditions, but no major cooperative effort involving the State Department of Education, the teacher education institutions, and the public schools had been undertaken which was pointed directly at the solutions to these problems. The status of teacher education in the State clearly called for leadership to unite the efforts of all agencies concerned with student teaching.

A Climate for Change

A number of positive factors were also present which gave impetus to the cooperative approach for finding solutions to teacher education problems.

The West Virginia Board of Education, by legislative mandate, is charged with "supervisory control" over student teaching. The following citation from the West Virginia Code spells out the attitude of the Legislature toward the concept of partnership in student teaching:

> The education of teachers in the State shall be under the general direction and control of the State Board of Education, which shall,

> through the State Superintendent of Schools, exercise supervisory control over teacher preparation programs in all institutions of higher education, including student teaching in the public schools, in accordance with standards for program approval stated in writing by the board. To give prospective teachers the teaching experience needed to demonstrate competence, as a prerequisite to licensure, the State Board of Education may enter into an agreement with county boards of education for the use of public schools. Such agreement shall recognize student teaching as a joint responsibility of the teacher preparation institution and the cooperating public schools and shall include (1) the minimum qualifications for the employment of public school teachers selected as supervising teachers; (2) the remuneration to be paid public school teachers by the State Board, in addition to their contractual salaries, for supervising student teachers; and (3) minimum standards to guarantee adequacy of facilities and program of the public school selected for student teaching. The student teacher, under the direction and supervision of the supervising teacher, shall exercise the authority of a substitute teacher.[1]

In line with this mandate, the Division of Teacher Preparation and Professional standards, under the leadership of Genevieve Starcher, was actively seeking effective means of exercising State leadership in student teaching. State Superintendent Rex M. Smith and Assistant Superintendent John T. St. Clair, provided support and encouragement.

A third factor, or set of factors, began emerging at the national level which also lent encouragement to the cooperative approach in West Virginia. Appearing more and more often in the writings of those involved in teacher education, especially in the area of student teaching, were such terms as cooperation, collaboration, partnership, joint effort, and others of similar meaning. Cooperation, per se, was not new. What was new was the ground swell of concern for a kind of cooperation which went beyond a mere "let's help one another" to a more or less formal partnership in student teaching with meaningful delineation of roles and responsibilities. The presence of this concern was seen by the appearance of such publications as

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[1]Rex M. Smith, School Laws of West Virginia. (Charlottesville: The Mitchie Company, 1967), 18-2-6.

A New Order in Student Teaching[2] and Partnership in Teacher Education[3], to name but two. A hasty perusal of the recently published literature and research dealing with teacher education will also give evidence of the preoccupation of teacher educators with this idea of a full partnership.

Some West Virginia educators were lending their voices to this demand. In an address delivered to the participants at the 1965 West Virginia Association for Student Teaching Conference, Dr. Robert B. Hayes, Dean of Teachers College, Marshall University, urged a new approach to student teaching based on a partnership approach. He pointed out that:

> It is imperative that the three groups of educational workers in a state which have a special interest in the preparation of good teachers--the chief state school agency, the public schools, and teacher education institutions--share in the preparation of the program just as they must share in its operation.[4]

Similar statements were being made by educators throughout the State. The time for cooperative action in student teaching was at hand.

Basic Assumptions

A final step remained before action could take place--a statement of basic assumptions designed to support the proposed action. The assumptions were as follows:

1. Student teaching is a valid and defensible exercise in teacher preparation.
2. Student teaching programs can be improved.
3. Student teaching programs can best be improved when teacher education

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[2]A New Order in Student Teaching, A report prepared by the Joint Committee on State Responsibility for Student Teaching. (Washington, D.C.: NEA, 1967)

[3]E. Brooks Smith and others, Partnership in Teacher Education. (Washington, D.C.: AACTE, 1968)

[4]Speech delivered to West Virginia Association for Student Teaching, Concord College, Athens, West Virginia, December 2, 1965.

institutions, public schools, and state education agencies share in the development and implementation of student teaching programs.

From this point the question became "how can we?" The need for change was assured, the course of change was the challenge.

II. THE EARLY PLANNING STAGE

The catalytic agent which served to mobilize these forces came in the form of federal monies provided by the passage of the Elementary and Secondary Education Act of 1965, (Public Law 89-10). Under Title V, Section 505 of this law certain funds were retained to the Commissioners office for the purpose of funding Inter-State Projects.

Along with six other widely separated and dissimilar states, West Virginia submitted a proposal for a project in teacher education. These state proposals became a part of an inter-state project which had as its central purpose the intent to:

> ... strengthen the capacity of state departments of education to provide leadership in the development of joint responsibility between local education agencies and teacher education institutions in the preparation of professional personnel, with emphasis on laboratory experiences in elementary and secondary schools ...[6]

This seven state compact, approved by the United States Commissioner of Education on March 10, 1966, included, in addition to West Virginia, the states of Florida, Maryland, Michigan, South Carolina, Utah, and Washington. Dr. Howard E. Bosley was appointed as Director of the Project and Charles K. Franzén, Associate Director. The State Directors of Teacher Education and Certification in the seven member states became the Coordinating Board, Miss Genevieve Starcher

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[6] M-STEP Today, A report prepared by the Multi-State Teacher Education Project. (Baltimore, 1967)

serving in that capacity for West Virginia. (A complete roster of M-STEP personnel from the other states may be found in Appendix A).

In September 1966, John B. Himelrick, Sr., then Associate Professor of Education at Morris Harvey College in Charleston and a former member of the West Virginia Department of Education was employed as the Director of the West Virginia M-STEP Project.

III. SHAPING THE PROJECT

The Participants

The concept of a cooperative approach to student teaching, central to the M-STEP proposal, was not totally new to persons who were to become involved in the project. As has been previously mentioned, rather recent legislation had provided a framework for supervision at the State level through cooperative efforts and teacher educators were talking and writing about the need for greater cooperation. In addition to these factors, a committee composed of representatives from the Kanawha County school system and three of the colleges which later became participants in M-STEP, had been working toward improved placement procedures for student teachers.

Beginning with this nucleus, five teacher education institutions, the Kanawha County public schools, and the State Department of Education joined hands to develop the M-STEP project in West Virginia--The Pilot Center for Student Teaching. The five cooperating teacher education institutions, dissimilar in many respects, were:

Marshall University - A State supported university located in Huntington.

Concord College - A State supported college located in a predominately rural area at Athens, approximately 80 miles from Charleston.

Morris Harvey College - A private liberal arts college located in Charleston.

West Virginia Institute of Technology - A State supported technical school with a teacher preparation program at the secondary level located at Montgomery.

West Virginia State College - Formerly an all Negro, State supported college located at Institute, a suburb of Charleston.

Committees

A committee labeled "advisory," which was in fact a steering committee, was formed. It consisted of one representative from each of the five teacher education institutions, three from Kanawha County, and one from the State Department of Education. This committee developed policy within the framework of the original proposal. All policy decisions were referred to it.

Five planning subcommittees were chosen to do the detailed planning of the various aspects of the Pilot Center program. Subcommittees were selected to plan the student teaching program in its totality, a seminar for student teachers, an in-service program for supervising teachers, evaluative instruments to be used with student teachers, and a means of financing a continuing program beyond the experimental phase.

The personnel chosen for these subcommittees were selected from all levels and segments of the cooperating agencies. Principals, supervising teachers, students, and personnel from all echelons of the county, college, and State Department were utilized on these subcommittees. (A list of the subcommittees can be found in Appendix A.)

The Advisory Committee continued throughout the formal existence of the experimental program and now serves as the policy making body for the follow-up program--The Kanawha County Student Teaching Center.

Work of the Committees

The Advisory Committee met periodically throughout the existence of the experimental phase of the Pilot Center for Student Teaching for the purpose of determining general policy. The original members of the committee and their positions are listed to indicate the decision making level called for in the professional roles of the committee members.

Kanawha County:

Mr. Ralph Brabban, Assistant Superintendent, Personnel
Mr. John Santrock, Assistant Superintendent, Secondary Schools
Miss Winifred Newman, Assistant Superintendent, Elementary Schools

Marshall University:

Dr. Lawrence Nuzum, Director of Student Teaching

Concord College:

Mr. Isaac Mitchell, Director of Student Teaching

Morris Harvey College:

Mr. Wilmer Doss, Director of Teacher Education

West Virginia Institute of Technology:

Dr. Hubert L. Near*, Director, Division of Teacher Education

West Virginia State College:

Mr. Lawrence Jordan, Director of Teacher Education

State Department of Education:

Miss Genevieve Starcher, Director, Division of Teacher Preparation and Professional Standards

Broad policy was established, roles and responsibilities were delineated and defined, and calendars and other major operational procedures were set by

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*Deceased - Replaced by Dr. Donnell Portzline, same position.

this advisory committee. The major objectives of the Pilot Center were refined and stated as follows:

The Pilot Center is intended to serve as an organizational framework or operational vehicle through which to achieve the following objectives:

a. Strengthen the leadership role of the State Department of Education in the improvement of student teaching programs.

b. Develop patterns of staff utilization which will facilitate the flow of innovative ideas in student teaching both from the theoretical setting of the college classroom and the practical world of the public school classroom into the testing ground of the student teaching experience.

c. Build an attitude of acceptance, on the part of the public schools, for a greater share of responsibility in planning and implementing student teaching programs.

d. Acquire more effective and efficient utilization of the available physical and human resources of teacher education institutions, public schools, and the State Department of Education in providing student teaching experiences for a rapidly growing teacher education population.

e. Develop an in-service program for supervising teachers designed to increase their effectiveness in directing the experiences of student teachers and to encourage their professional growth toward qualifying for licensure as Teacher Education Associates.

f. Develop a comprehensive student teaching program which would provide the student teacher with a broad range of experiences, and at the same time be flexible enough to meet the needs of student teachers from teacher education institutions of diverse nature and purpose.

The planning subcommittees were charged with the task of developing specific programs within the broad policy guidelines set by the Advisory Committee. The result of their work can be seen in the documents used in the Pilot Center (see Appendix B). These materials contained statements setting forth rationale behind the planning as well as statements of objectives and operational procedures. Throughout the planning stages, considerable effort was maintained by the director of the project to coordinate the work of the committees. The success of this effort can be

found in the internal consistency and complementary nature of the materials produced.

The director of the project acted as group chairman, without vote, and as chief administrator of the Pilot Center. His major administrative task was the coordination of the personnel and facilities of the cooperating agencies through the Pilot Center.

General Description of the Pilot Center

From the foregoing description of background conditions and the statement of objectives a general picture of the Pilot Center for Student Teaching begins to emerge. However, additional clarification may be helpful and some deliberate emphases may need to be pointed out.

The purpose of the Pilot Center was to develop an organizational or administrative framework within which the cooperating agencies could combine their resources, both human and physical in order to provide a better quality student teaching experience for students from each institution. Two purposes are included in the preceding statement. One -- the development of an organizational or administrative framework -- is <u>process</u> oriented. The other -- a better quality student teaching experience -- is <u>product</u> oriented.

The primary emphasis of the Pilot Center was centered on <u>process</u>. While every effort was made to provide a higher quality student teaching experience for each student, it was a basic assumption of those involved in the Pilot Center that this better quality student teaching experience would be a result of the improved <u>process</u>. In order words, it was believed that the limitations and restraints to quality student teaching programs mentioned earlier would continue to inhibit the production of better quality until an organizational framework or pattern was discovered that would permit the cooperating agencies to combine their resources in a more

effective way, thus overcoming the inhibiting factors. The Pilot Center provided this operational vehicle.

An example of the kind of process lacking in many, if not most, student teaching programs is a process for improving the skills of supervising teachers. A systematic approach to this problem was developed by establishing an intensive in-service program for supervising teachers. Through the Center it was possible to coordinate the resources of the cooperating agencies and make an in-service program possible. As a full partner in this enterprise the Kanawha County school system provided released time for teachers to engage in the in-service program. The teacher education institutions and the State Department made their faculty and consultant personnel available to the Center.

The Pilot Center provided the organizational process or vehicle for bringing to student seminars the best talent available in the cooperating agencies, for making these same people available to do intensive classroom supervision when needed, for consultant help to supervising teachers in specific need instances, and for channeling feedback from all sources into improved program.

It might be well to point out here that the term "Center," as used in this project, does not refer to a particular building or set of buildings. Rather, the term refers to the organizational structure through which the project was conducted. For example, to say that placements were made through the Center is to say that the Center Director, working with institutional representatives and public school personnel, made placements.

Relationship of Pilot Center to Total M-STEP

As indicated earlier, the Pilot Center program in West Virginia was a part of a larger compact, the Multi-State Teacher Education Project. It

was intended that each state project should contribute significantly to the over-all goal of strengthening state department leadership in teacher education through directing its energies toward the realization of four major objectives defined early in the M-STEP program. These were improved:

1. Laboratory experiences
2. Video processes
3. Intra-state organization
4. Inter-state cooperation

The relationship between these four objectives and the stated goals (see page 9) of the Pilot Center can be summed up as follows:

1. Laboratory experiences. State objectives (b), (c), (d), and (f) are directly related to laboratory experiences and State objective (e) is related in that it deals with the in-service preparation of supervising teachers, a vital part of laboratory experiences.
2. Production and use of videotape recordings and films in preparing teachers. Videotapes produced by other M-STEP states were used in seminars with student teachers and in in-service programs with supervising teachers.
3. Development of cooperative school--college--state programs for the improvement of teacher education. While the total purpose of the Pilot Center was to accomplish this end, State objective (d) spells out specifically this intent.
4. Increased inter-state cooperation in the improvement of teacher preparation. None of the objectives of the West Virginia project deals specifically with inter-state cooperation but West Virginia participated fully in the inter-state meetings held during the project period and sought and gave information and ideas from and to the project states.

Organizational Structure

A simple organizational chart depicting the position of the federally funded Pilot Center Project can be found in Appendix C. It indicates that the project was placed under the general supervision of the Director of the Division of Teacher Preparation and Professional Standards, a sub-division of the Bureau of Instruction and Curriculum.

Also included in Appendix C is an organizational chart of the Pilot Center and an operational design intended to indicate the function of the Center in channeling the resources of the cooperating agencies into one specific phase of the student teaching experience.

IV. OPERATIONAL PHASE

Project Calendar

The spring semester of the 1966-67 school year saw the beginning of the operational phase of the Pilot Center. The placement of student teachers was completed during February and early March. In a pattern which was followed in the succeeding two semesters of operation, the personnel who had been involved in the planning of the program, the supervising teachers, and the building principals were brought together for a one-day orientation meeting. The students were given a similar one-day orientation to the program and began their student teaching experience on March 13. The students were in the schools for the full day for a period of nine weeks.

Twenty-six students and as many supervising teachers were enrolled in the program during the initial semester, nine elementary students and seventeen secondary. A total of twelve schools were used, three elementary and nine secondary.

During the second and third semesters of operation a dual calendar was maintained to accommodate students from Marshall University where the teacher education program was geared to a longer student teaching period.

During the fall semester of the 1967-68 school year thirty-one students, eight elementary and twenty-three secondary were enrolled in the program. The spring semester of that school year saw twenty-seven students in the program, nine elementary and eighteen secondary. A complete roster of student teachers, supervising teachers, principals, and others involved with the program can be found in Appendix A.

Student Seminars

Weekly seminars, utilizing personnel from the cooperating agencies as well as consultants from other sources, were conducted with both secondary and elementary student teachers. The seminar program was designed, among other things, to provide a forum for the exchange of ideas among the students from the five participating institutions. A description of the structure and purposes of the seminar is included in Appendix B.

In-Service for Teachers

An in-service program was conducted each semester for supervising teachers. This program was designed to enable the supervising teachers to improve their proficiency in the area of supervising student teachers. During the last two semesters of operation the in-service program for supervising teachers became a part of the newly established Kanawha County In-Service Program. In this program every teacher was expected to participate in eighteen clock hours or three working days of in-service training for which he received pay. Two in-service courses were included in the Kanawha County In-Service Program catalog for the benefit of M-STEP supervising

teachers. Those who were supervising an M-STEP student for the first time were enrolled in a twelve clock hour in-service program and those who had been in the program during a previous semester were enrolled six clock hours. A description of the structure and objectives of the center in-service program is also included in Appendix B.

Seven State Conference

A three-day M-STEP Conference was held in Charleston in October 1967. Representatives from each of the seven M-STEP states were present as were educators from a majority of the teacher education institutions in the State. The Conference theme, "Laboratory Experiences: New Patterns and Processes," was built around a series of presentations from the seven M-STEP states concerning the organizational patterns and the instructional processes being developed in these states for improving laboratory experiences, particularly student teaching. The use of video processes as instructional aids in student teaching as they were being developed in Utah and South Carolina were highlighted in the Conference.

One or more representatives of the West Virginia program attended meetings of a similar nature in each of the M-STEP states. The primary purpose of these conferences was to promote the exchange of information among the states in the M-STEP project.

Evaluation

An evaluation was conducted at the end of each student teaching semester with the major facets of the program being evaluated through the use of written instruments designed for this purpose. (Copies of these instruments may be found in Appendix B.) Evaluations of the student teaching experience, student seminars, and the in-service program, were made each semester and

the results were fed back into the program in the form of changes in the procedures and materials used.

An example of a change resulting from evaluation feedback was the decision to change the basic format of the instrument used by supervising teachers in evaluating the student teachers performance. This change was made as a direct result of feedback from supervising teachers, student teachers and college personnel.

V. SOME CONCLUDING OBSERVATIONS

Factors Which Led to Success

In looking back it becomes obvious that several favorable factors were present which contributed to the success of the Pilot Center. The pressure of increasing student teacher populations on the colleges called for new and more effective ways of organizing student teaching programs. A limited number of cooperative efforts between a teacher education institution and a school system had been undertaken and these had met with a measure of success.

The West Virginia Department of Education, under the leadership of the Division of Teacher Preparation and Professional Standards, and with the aid of an active teacher education advisory council, had led the entire State public school and higher education systems through a restudy of teacher education. This experience had established one of the closest informal working relationships between the public schools, teacher education institutions and State Department of Education to be found anywhere in the United States.

Two other situations deserve mention here as they were primary factors in selecting Kanawha County as the location of the Pilot Center. The relative proximity of five teacher education institutions of dissimilar nature offered an ideal testing ground for a cooperative venture. The second factor was the

size and quality of the Kanawha County school system. The teaching stations, facilities, trained personnel and equipment so essential to producing a quality student teaching program were present in Kanawha County.

Problems Encountered

It has been previously mentioned that the five teacher education institutions were dissimilar. While the teacher preparation programs in the institutions had been designed for approval under the Standards for the Accreditation of Undergraduate Teacher Preparation Programs in West Virginia,[7] they differed considerably in administrative structure and operational procedure. "Administrative expediency" is a powerful force in education and the Pilot Center was granted no special dispensation from this evil. The task of bringing five autonomous teacher education institutions to a point of agreement on a single student teaching calendar is in itself a monumental task. It is to the credit of the institutions that they overcame this and a host of similar problems and in so doing attested to the fact that cooperative ventures, such as the Pilot Center, demand cooperation in fact as well as in document. Apart from the spirit of genuine cooperation on the part of each institution--cooperation which required give and take on the part of all parties--the project would have bogged down in administrative detail and confusion. A listing of some specific problems encountered would include:

A. The fear that standardization or rigidity of program might result. This fear, which was expressed at the outset by several institutions, tended to disappear as the project developed and the Advisory

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[7]Rex M. Smith, Standards for the Accreditation of Undergraduate Teacher Preparation Programs in West Virginia. (West Virginia Department of Education, 1967)

Committee was able to bring about changes in the program when feedback from the periodic evaluations suggested the need for change.

B. Concern about domination of student teaching by the State Department. This fear, expressed at the outset of the program, dissipated when the makeup of the Advisory Committee was determined and it became obvious to all parties that such domination was not possible.

C. The urge to continue in the status quo. This, of course, is a dominant characteristic of a large segment of human nature and when it was combined with a maternal instinct toward students on the part of some college personnel, the task of surrendering traditional roles and perogatives became a difficult one. A case in point can be cited in the area of classroom supervision of student teachers. Primary responsibility for this task was placed on the shoulders of the supervising teacher. The assumption here was that the continued proximity of the supervising teacher to the student teacher combined with the benefit he hopefully derived from the in-service program would enable him to exert maximum influence on the student teacher. The role of classroom supervisor, of course, had traditionally belonged to the college supervisor, and in some instances it was reluctantly relinquished.

D. Supervising teachers were asked to evaluate students by use of the instruments designed specifically for this program (see Appendix B). Grades were not assigned by supervising teachers and in addition to completing somewhat traditional check list evaluation forms, supervising teachers were asked to prepare narrative written evaluations that contained specific references to strengths, weaknesses and growth patterns and potentials of students. Needless to say, a

move from traditional check list instruments to narrative evaluations is not made without difficulty.

The Impact of M-STEP On Teacher Education in West Virginia

In an effort to offset any favorable bias toward the impact of M-STEP in West Virginia which the author, as Director of the Pilot Center might have, an attempt will be made to report only those actions which have been taken as a direct result of the project.

In April 1968, the State Department officially endorsed the student teaching center concept, as developed in the Pilot Center for Student Teaching, by stating its intention to take the initiative in encouraging the establishment of Centers for Student Teaching throughout the State. This work is currently well under way and several Student Teaching Centers are in the planning stages.

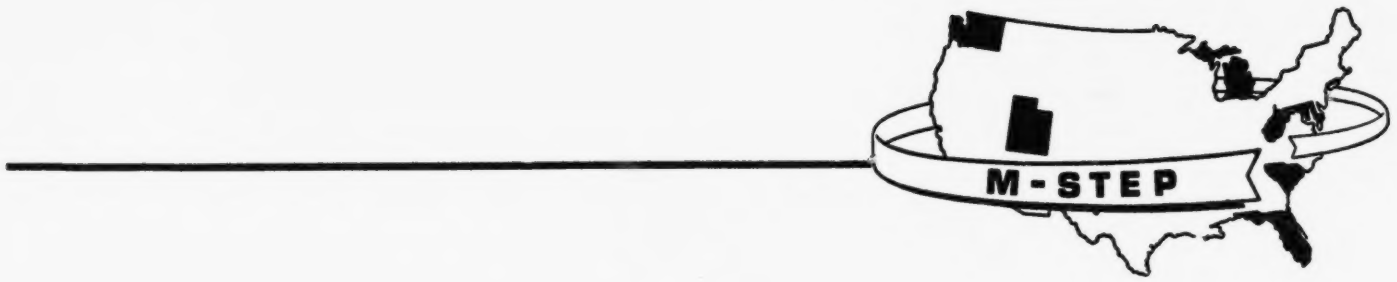
At the conclusion of its final meeting on May 23, 1968, the Pilot Center for Student Teaching Advisory Committee adjourned and immediately re-convened as the Kanawha County Student Teaching Center Policy Committee. This committee is presently serving as the policy making body for a co-operative student teaching program based on the M-STEP model. The same five teacher education institutions are involved and are sharing, along with Kanawha County, in funding the program. A director has been employed and has been charged with the following three major responsibilities.

1. Placement of all student teachers in Kanawha County.
2. Coordination of an in-service program for supervising teachers.
3. Coordination of a specially designed set of seminar or workshop programs for student teachers utilizing the human and physical resources of the teacher education institutions, Kanawha County and the State Department of Education.

A proposal has been submitted to the United States Office of Education for a grant under the Education Professions Development Act to assist in the operation of this center and a proposal has also been submitted to the Coordinating Board of M-STEP for funds to conduct a series of conferences in the State to promote the student teaching center concept.

Based on these developments, it seems safe to say that those most closely involved in the M-STEP project in West Virginia feel that the organizational pattern developed in the Pilot Center for Student Teaching has real merit as an approach to cooperative efforts in student teaching.

It is hoped that this brief report, inadequate as it is, will serve as an incentive to continued efforts on the part of all agencies interested in student teaching to attack together those problems which they have been unable to solve alone.



APPENDIX A

Roster of Personnel

M-STEP
PILOT CENTER FOR STUDENT TEACHING

ROSTER OF PERSONNEL

NATIONAL CENTRAL OFFICE STAFF

Howard K. Bosley, Director
Charles K. Franzén, Associate Director
George W. Slade, Special Services
Lillian Pfeifer, Administrative Secretary

NATIONAL COORDINATING BOARD MEMBERS

Wendell C. Allen, Washington
W. T. Boston, Maryland
W. Cecil Golden, Florida
George W. Hopkins, South Carolina
Eugene Richardson, Michigan
Genevieve Starcher, West Virginia
N. Blaine Winters, Utah

STATE PROJECT COORDINATORS

Herman E. Behling, Jr., Maryland
Jerry E. Chapman, Michigan
K. Fred Daniel, Florida
William H. Drummond, Washington
John B. Himelrick, West Virginia
H. Boyd Israel, South Carolina
Arthur P. Kulick, Maryland
Vere A. McHenry, Utah

WEST VIRGINIA PROJECT STAFF

Genevieve Starcher, Coordinating Board Member
John B. Himelrick, Sr., Project Director
Marsha Carey, Assistant
Carolyn Burns, Project Secretary

PILOT CENTER FOR STUDENT TEACHING
ADVISORY COMMITTEE

Ralph Brabban, Kanawha County Schools
Wilmer Doss, Morris Harvey College
*John Goetz, Kanawha County Schools
Lawrence Jordan, West Virginia State College
Isaac Mitchell, Concord College
Hubert Near, West Virginia Institute of Technology
Winifred Newman, Kanawha County Schools
Lawrence Nuzum, Marshall University
*Donnell Portzline, West Virginia Institute of Technology
John Santrock, Kanawha County Schools
*Harry Scott, West Virginia State College
Genevieve Starcher, West Virginia Department of Education

*Replaced original members

PLANNING SUBCOMMITTEES

Finance

*Wilmer Doss	Morris Harvey College
Isaac L. Mitchell	Concord College
James Thomas	State Department of Education

Student Seminar

*James Thomas	State Department of Education
Ralph Fasick	West Virginia Institute of Technology
John Hughes	Dunbar Junior High School
Mabel Merical	Nitro Elementary School
Nyana Rowley	Morris Harvey College

In-Service

*Lawrence Nuzum	Marshall University
Ralph J. Brabban	Kanawha County Schools
John B. Himelrick, Sr.	State Department of Education
Eloise McElfresh	Kanawha County Schools
Paul Morgan	Concord College
Evelyn Morris	Charleston High School
Fred Radabaugh	Nitro High School

Evaluation

*Eric V. Core	Marshall University
Mary Hall	West Virginia State College
Kathryn Lynch	Kanawha County Schools
Beatrice Spaniol	Maplelawn School
Paul Stevers	Spring Hill Elementary School

*Chairman of Committee

Student Teaching Experience

*Rex Gray	Marshall University
Charles Akers	Concord College
Zeona Haley	West Virginia State College
Edward Masonis	West Virginia Institute of Technology
Winifred Newman	Kanawha County Schools
Rex Plymale	Morris Harvey College
Edythe Reeder	Dunbar Elementary School
John Santrock	Kanawha County Schools
Louise Stewart	South Charleston High School

*Chairman of Committee

SUPERVISING TEACHERS

Mary Albert
Barbara Angelo

Kay Backus
Kenneth Bailey
Opal Bailey
Helen Bayless
Janice W. Beavers
Thomas Bossie
Doris Bowers
Carl Bradford

Kathleen Casto
Mayme S. Chapman
Sara Green Cody
Wanda Comer
Beverley Conklin
Pauline Cooper
Marvin Culpepper
Anna M. Curry

James A. Davidson
Joseph DeMarco

Lee Fidler
Opal Fittro
Helma Forsyth

Mary Gallaher
Phyllis Garner
Dorothy Greenwood

JoAnn Hall
Sandy Hall
Joan Harper
Adrienne Henzmann

Adele C. Houchins
Marilynn Huntington

Jack Jordan

Donna Lawson
Cynthia Liebel

Ethel McCallister
Betty McConihay
Vera McGinnis
Leah McMillian
Catherine Mills
Maryida Mosby

Helen Nuckols

Margeurite Phillips
Katharine Pierce
Weldon L. Pierson
Electa Pruett

William Reese

Garland Savilla
Marion Schersten
Mary Kay Schroom
Mildred Selby
Herbert Shinn
Cubert Smith
Victoria Smith
Marilyn Stone

Laura Tabbara
Emma Jean Thomas
David Tidquist

Kathleen Townsend
William Turner

Harold E. Watt
Ella M. Weiglein
Donna Williams
Elizabeth Wingfield
Josephine Wolfe
Jennie Wood

Joann Young

STUDENT TEACHERS

Patricia Akers
Alvin Anderson
Jerry Armentrout

Necia Barley
Steven Beringer
Clarence Bias
Waitman Biggs
Patricia Blaine
Sally K. Blake
Karen Downey
Kennylee Burgess

Marsha Carey
Michael Chandler
Judith Clark
Barbara Coffman
William Cohee
Carolyn Coles
Norma Crum
John Cunningham
William Currey

Roy Dameron
Theodore Daniels
Ann Darling
Ann S. Deem
Robert Dent
Cynthia Dunlap

Robert Eldridge

Bobbie Farley
Linda Faulkner
Carol Ford
Rebecca Foster

Theodore George
James Gilbert
Penelope Gilbert
Jeffrey Grantz
Kay Gygax

Sylvia Harris
Carolyn Hayford
Jeannette Hazelbeck
Donna Hebb
Gloria Y. Heller
Susan Higgins
Beverly Howard

Cheryl Jenkins

Sandra James
Nancy Jamnick
Yvonne Jarrell
Anna Lou Jones
Charlene Jones

Janice Kessell
Carole Kinder
Sharon Kinder

Anna Martin
Joyce S. McCallister
John McCarty
Anita McDonie
Dorothy McGraw
Sue McNeish
Dorothy McWatters
Mike Melton
Mary Lou Moore
Jimmy Morris
Linda Morris
Eloise Morrison
Cheryl Mullins

Janice Nease

Joan Pauley
David Perna
Joan Porter

Nancy Rexroad
Thomas Riddell
Barbara Rider
Linda Riggle

Cheryl Sanney
John Sepko
John Shdeed
Betty Spradling
Ronald Stephens
Beverly Stewart

Nancy Thornton

Bobbie Walker
Linda Whitten

Carole Zellers
Carol Zika

PRINCIPALS AND VICE PRINCIPALS

David F. Adkins
Raymond Arbogast

Frank Black
R. V. Braham

Chester Derrick
James A. Dillinger
Harry Douglas

Mildred H. Fisher
Margaret Fultz

E. G. Garrity
Frank N. Gillespie
W. G. Griffith

Ralph Hixenbaugh
John Hughes
Ernest C. Husson

Kay Lee
Samuel F. Lee, Jr.
Ronald Lyons

Merrell S. McIlwain
Hubert B. Moore

Bruce Reed
Ruby S. Reeves

Richard Sidebottom

Kenneth Whittington

Carl R. Young

COLLEGE AND UNIVERSITY PERSONNEL

Fred Coffindaffer

Walter Felty

Robert B. Hayes
Edwin Hoffman

David Koontz

Thomas Morris

James Rowley

Beryle Santon
Mauderie Saunders
Harry Scott
Linn Sheets

PUBLIC SCHOOL PERSONNEL

Robert Anderson
Lucille Armstrong

Beatrice Beall
Al Ball
Sandra Barkey
Handley Burdette
Ella Burns
Charlene Byrd

Gussie Casdolph
Llewellyn Cole
Martha Cottrell
Virginia Courtney

Lawrence Derthick
Mabel Dick

Marlene Frazier

John Goetz
Margaret Grizzell

Herman Hambrick
Robert Humphreys

Robert H. Jameson

Virginia Kelly

Barbara Lawson

Edyth Martin

Fred Radabaugh
Patricia O'Reilly

Rita Peak
Ora Poling

Eleanor Sankowski
Magdalene Servais
Mary Shirey
James C. Smith
Walter Snyder

STATE DEPARTMENT CONSULTANTS

Lorena Anderson
James Andrews

Ruby Ball
Paul Brannon
Charles Byrd

Alan Canonico
R. Neil Chenoweth

Dale A. Fehl

Clemit Humphreys

Robert Kidd

Betty Murray

Robert Patterson

John T. St. Clair
Harry Snyder

Ivan Taylor
James Thomas

Majorie Warner
Richard Wilkes
J. Zeb. Wright

C. M. Young

OUTSIDE CONSULTANTS

Jerry Chapman
Kay Langley
Robert McDermott
Hans Olsen
Bernard Queen
Phil Suiter
Robert Thurmond

SCHOOLS

ELEMENTARY

Belvil Elementary
East Sattes Elementary
Highlawn Elementary
Weimer Elementary

JUNIOR HIGH SCHOOLS

DuPont Junior High
Elkview Junior High
Hayes Junior High
Horace Mann Junior High
John Adams Junior High
Lincoln Junior High
McKinley Junior High
Nitro Junior High
St. Albans Junior High

SENIOR HIGH SCHOOLS

Charleston High
DuPont High
East Bank High
George Washington High
Nitro High
St. Albans High
Sissonville High

APPENDIX B

Forms Used in Pilot Center for Student Teaching

M-STEP
in
West Virginia

PILOT CENTER FOR STUDENT TEACHING

Some Questions and Answers

1. What do the letters in the word "M-STEP" stand for?

   The letters which form the word M-STEP are the first letters in the title "Multi-State Teacher Education Project", the name of a federally funded interstate project.

2. What states are included in M-STEP?

   Florida, Maryland, Michigan, South Carolina, Utah, Washington, and West Virginia.

3. How is the program funded?

   Through Section 505, Title V, Public Law 89-10 (Elementary and Secondary Education Act of 1965).

4. What is the overall purpose of M-STEP?

   The original M-STEP application to the United States Office of Education contained in part the following statement of purpose: "To strengthen the capacity of state departments of education to provide leadership in the development of joint responsibility between local education agencies and teacher education institutions in the preparation of professional personnel, with emphasis on laboratory experiences in elementary and secondary schools ..."

5. What are the specific goals of M-STEP?

   M-STEP is concentrating its activities in four areas:

   a. Strengthening laboratory experiences.
   b. Exploring the uses of video processes in teacher education.
   c. Developing new intrastate patterns of organization in teacher education.
   d. Promoting interstate cooperation among M-STEP states.

6. What is the M-STEP program in West Virginia called?

   The Pilot Center for Student Teaching.

7. What is the primary purpose of the Pilot Center?

The Pilot Center for Student Teaching represents an attempt on the part of five teacher education institutions, a county school system, and a state department of education to develop cooperatively a new organizational structure for the planning and implementation of an improved student teaching experience.

8. What institutions are involved in the Pilot Center?

Concord College, Marshall University, Morris Harvey College, West Virginia Institute of Technology, West Virginia State College, the Kanawha County Public Schools, and the West Virginia State Department of Education.

9. How did the Pilot Center come into existence?

Under the leadership of the State Department of Education a nine member Advisory Committee was formed consisting of one representative from each of the five teacher education institutions, three from the Kanawha County Public Schools, and one from the State Department of Education. This Advisory Committee established broad policy and gave direction to the Center. Specific planning was accomplished through a series of subcommittees composed of personnel from all of the cooperating parties.

10. What was the result of this planning?

A truly cooperatively planned student teaching program which incorporated the best thinking of the cooperating groups and to which each of the teacher education institutions could assign its students for the student teaching experience.

11. How many students are assigned to the Pilot Center program?

During the spring semester of the 1966-67 school year a total of 27 students and as many supervising teachers were involved. A total of 32 student teachers are enrolled in the program this first semester, 1967-68.

12. What are the specific purposes of the Pilot Center?

The Pilot Center is intended to serve as an organizational framework or operational vehicle through which the following objectives can be pursued.

a. Strengthening of the leadership role of the State Department of Education in the improvement of student teaching programs.

b. Development of patterns of staff utilization which will facilitate the flow of innovative ideas in student teaching both from the theoretical setting of the college classroom and the practical world of the public school classroom into the testing ground of the student teaching experience.

c. Acceptance on the part of the public schools of a greater share of responsibility for planning and implementing student teaching programs.

d. More effective and efficient utilization of the available physical and human resources of teacher education institutions, public schools, and the State Department of Education in providing student teaching experiences for a rapidly growing teacher education population.

e. Development of an in-service program for supervising teachers designed to increase their effectiveness in directing the experiences of student teachers and to encourage their professional growth toward qualifying for licensure as Teacher Education Associates.

f. Development of a comprehensive student teaching program, capable of providing the student teacher with a broad range of experiences, and flexible enough to meet the needs of student teachers from teacher education institutions of diverse nature and purpose.

13. In what way has the leadership role of the State Department of Education been strengthened as a result of the Pilot Project?

As an outgrowth of the State Department having provided the initial force which made possible this experimental program in student teaching, staff members have developed a new awareness of problems and needs in the area of student teaching. In bringing together the groups cooperating in the project for the improvement of student teaching, the Department has exercised leadership through the role of coordinator. The leadership of the Department in implementing already existing standards for student teaching has been improved through its role in the Pilot Center.

14. In what ways has the Pilot Center brought together the theoretically oriented atmosphere of the college classroom and the operationally oriented world of the public school?

Through the extensive joint pre-planning by both public school and college personnel, much of the best thinking of both has been incorporated into the program itself. Both college and public school personnel have been used extensively in the student seminars and the in-service program for teachers.

15. In what ways have the public schools evidenced a greater share of responsibility for student teaching?

Through joint planning with the Department and teacher education institutions and through delegating to the supervising teachers, principals, and county staff increased responsibility for various phases of the student teaching program.

16. In what ways have the cooperating parties provided for more effective and efficient utilization of their human and physical resources?

Much of the staff time of the teacher education institutions is channelled into efforts involving groups of students and supervising teachers rather than individuals. Through the in-service program it is possible for a single college supervisor to work effectively in improving the supervisory skills of a large number of supervising teachers. The fact that students from five institutions operate under a common set of administrative procedures eliminates considerable confusion and results in more efficient operation of public school and State Department personnel.

17. In what ways have the in-service programs contributed to the effectiveness and professional growth of supervising teachers?

It has been possible through the in-service program to provide supervising teachers with an opportunity to discuss common problems with other supervising teachers. Specialists from the cooperating institutions, and nationally recognized leaders in teacher education, have been utilized in the in-service sessions. Experimental programs and innovative trends in the field have been brought to the attention of the supervising teachers.

18. In what way has the Pilot Center student teaching program benefited the student teacher?

The student teaching program incorporates the thinking of the educational leaders of five teacher education institutions, a large public school system and the State Department of Education. This pooling of knowledge and personnel has resulted in a student teaching program of comprehensiveness and depth. The opportunities for students to participate in seminars with their peers from other institutions of higher education, under the direction of personnel from institutions other than their own, the public schools, and the State Department, has provided an enriched program for all students in the Pilot Center.

M-STEP

Pilot Center for Student Teaching

Individual and Group Roles in the Student Teaching Program

I. INDIVIDUAL ROLES

A. ROLE OF THE SUPERVISING TEACHER

The Standards For The Accreditation Of Undergraduate Teacher Preparation Programs in West Virginia includes the following statements about the role of the supervising teacher:

> A supervising teacher is defined as a teacher who, in addition to his regular teaching assignment, is directly responsible for supervising the student teaching experiences of a student enrolled in a West Virginia institution of higher education accredited for teacher preparation.
>
> The supervising teacher shall retain full authority over all aspects of the school's program (e.g., instruction, discipline, and pupil evaluation), delegating responsibility to the student teacher on a temporary basis only. At such times the student teacher shall exercise the legal authority of a substitute teacher.
>
> The supervising teacher shall be in his classroom the optimum amount of time necessary to assure the most successful educational experience for the students and the student teacher. His absences from the classroom shall be carefully planned in accordance with the needs of the pupils and the demonstrated competence of the student teacher.

The Standards include the following statements concerning the characteristics of the supervising teacher:

> Eligibility to serve as a supervisor of student teachers shall be based on the judgment that the teacher has professional qualities which distinguish him as a person who is a superior teacher in his own right in that he:
>
> a. Is basically a learner, striving always to improve his ability to carry out his tasks.
>
> b. Possesses a positive professional attitude and real respect and liking for teaching.
>
> c. Will be a cooperative participant in the total school program and in the teacher education program.

d. Will be able to work effectively with other teachers, parents, student teachers, and college supervisors.

e. Will be able to assist the student teacher in the development of his skill and self-evaluation, and will be able to make an objective evaluation of the progress of the student teacher in order to document for the college supervisor the strengths and weaknesses of the student.

The supervising teacher in the M-STEP program is also expected to:

1. Provide the student teacher with an example of high professional interest and ability.

2. Provide for the orientation of the student to the school, the classroom, the pupils, and the community.

3. Induct the student teacher into teaching through a developmental program paced to meet his needs and abilities.

4. Help the student to develop effectiveness in teaching through joint planning.

5. Assist the student teacher in planning observation and participation activities in other subject matter areas, at other grade levels, and in related curricular and extra-curricular activities.

6. Accept the student teacher as a professional colleague.

7. Assist the student teacher in developing a pattern of personal and professional growth through constant self-appraisal.

8. Set the pattern for personal and professional improvement through participation in the in-service program for supervising teachers.

B. ROLE OF THE STUDENT TEACHER

The student teacher plays the central role in the student teaching process because it is for his benefit that the program exists. Consequently, it is essential that student teachers come to the student teaching experience with a clear understanding of the basic purpose of the experience and the specifics of the role he must play in it.

The primary purpose of the student teaching experience is to provide the student teacher with an opportunity to synthesize the educational theory he has studied and the actual experience of teaching. During the student teaching experience he has opportunity, under the guidance of mature educators, for continuous self-evaluation as a means of developing competence in the skills and attitudes essential to successful teaching.

The student teacher's role is a dual one in that he is both student and teacher. The following specific delineations of his responsibilities are designed to help him fill this difficult role.

The student teacher is expected to:

1. Bring to the student teaching experience an adequate knowledge of basic subject matter, human growth and development, and teaching techniques and procedures.

2. Display enthusiasm and interest in the student teaching experience.

3. Show initiative by attempting alternate teaching techniques in an effort to discover and develop a style of teaching suited to himself.

4. Demonstrate responsibility in accepting and completing assigned tasks.

5. Develop a pattern of personal and professional growth through constant self-appraisal and acceptance of constructive criticism.

6. Display a highly professional attitude in terms of such things as safeguarding confidential information about children, refraining from unprofessional remarks about colleagues, and violating basic rules of courtesy toward school administrators, teachers, pupils, and community.

7. Complete promptly all assignments required by the supervising teacher, the Center, and the college, both in and out of the classroom.

8. Plan all work and submit plans to the supervising teacher prior to the teaching of a class or as requested.

9. Comply with all school regulations to which regular teachers are expected to conform.

10. Demonstrate patterns of conduct that fall generally within the local standards of behavior.

11. Dress appropriately and in keeping with generally accepted standards of the community.

C. ROLE OF THE BUILDING PRINCIPAL

The Standards state specifically that the school as a center for observation and student teaching shall "have administrators ... who encourage experimentation and innovation." and that each shall "have a principal ... who will accept the responsibility of interpreting to the community the importance of the school's role in the improvement of public education."

The following list includes some rather specific elements of the principal's role.

The building principal is expected to:

1. Assist in the selection of supervising teachers.

2. Provide an atmosphere conducive to a quality student teaching experience and the facilities and administrative arrangements necessary for such a program.

3. Assist in the orientation of the student teacher to the staff, facilities, and services of the school.

4. Protect the student teacher against exploitation.

5. Work closely with the Center staff, the supervising teacher, the student teacher, and other resource personnel in order to insure a strengthened instructional program for the students.

II. GROUP ROLES

A. ROLE OF THE KANAWHA COUNTY SCHOOLS

1. The facilities, personnel, and administrative arrangements necessary for an adequate student teaching program.

2. In-service credit, through the Kanawha County In-Service Program, for teachers enrolled in the Pilot Center In-service Program.

3. Cooperation with the Pilot Center staff in the selection of supervising teachers and participating schools and in the placement of student teachers.

4. Administrative leadership in involving all segments of the teaching profession in implementing the student teaching program.

B. ROLE OF THE TEACHER EDUCATION INSTITUTIONS: CONCORD COLLEGE, MARSHALL UNIVERSITY, MORRIS HARVEY COLLEGE, WEST VIRGINIA INSTITUTE OF TECHNOLOGY, WEST VIRGINIA STATE COLLEGE

The teacher education institutions shall provide:

1. Students, to be assigned by the Center, who have demonstrated a readiness for student teaching through their performance in subject matter areas, professional courses, and personal behavior.

2. Professional staff time available to the Center to be utilized through the Seminar for student teachers, the In-service Program for supervising teachers and consultative services to the Center staff and the Advisory Committee.

C. ROLE OF THE WEST VIRGINIA STATE DEPARTMENT OF EDUCATION

The State Department, through the Pilot Center Director, shall provide:

1. Overall coordination and direction of the Pilot Center.

2. Leadership in developing a Center staff consisting of personnel from appropriate levels of the public schools, the cooperating teacher education institutions, and the State Department. This staff shall provide:

   a. A seminar experience for student teachers which utilizes the resources of the cooperating groups.

   b. An in-service program for supervising teachers which utilizes the resources of the cooperating groups.

c. Administrative, supervisory, and consultative services to supervising teachers, student teachers, and others involved in the program.

3. Cooperation with the teacher education institutions and the public schools in the selection of supervising teachers and participating schools and in the placement of student teachers.

4. Leadership and coordination in the evaluation of the project.

M-STEP

Pilot Center for Student Teaching

The Student Teaching Experience

Part I

The two basic assumptions underlying this analysis of the student teaching experience and the check list are:

1. Teacher competency is a correlate of quality experience, and is related only secondarily to the quantity of experience.

2. The highest quality of experience will be attained only when the cooperative efforts of the supervising teacher, the school principal, the personnel of the county staff, the personnel of the State Department of Education, and college personnel are directed toward the one goal of improving the quality of education in the classroom.

In view of these assumptions the knowledge that an all-inclusive listing of desirable student teaching experiences is an impossibility, an attempt has been made to outline some basic principles which should serve as a guide for the personnel responsible for the student teaching experience.

1. Learning to teach is a <u>developmental process</u>.

2. Student teachers differ in their backgrounds and abilities and have, therefore, <u>differing needs</u>.

3. Teaching and observing should be <u>alternating activities</u> during the student teaching experience.

4. The supervising teacher and the student teacher must <u>plan together</u> through <u>regularly scheduled conferences</u>.

5. Opportunities should be provided for the student teacher to observe as <u>many instructional approaches</u> in <u>various fields</u> and at <u>different grade levels</u> as is practical.

6. Opportunities need to be provided for the student teacher to observe the <u>role</u> of the teacher <u>outside the classroom</u>; e.g., working with the principal, supervisors, and other teachers.

7. Student teachers should have opportunities to help establish and maintain good working relations with parents and the school community.

8. Student teachers should have opportunities to learn about available resources, including those from the college, the county schools, and the State Department of Education.

9. Student teachers need practice in interpreting their observations and experiences through the writing of a log or other critical written evaluations.

Part II

SUGGESTED ACTIVITIES FOR STUDENT TEACHERS

It is intended that the student teaching experience should include as wide a range of the activities of the full-time teacher as possible. At the completion of student teaching, the student should have had a rather comprehensive picture of what is required and expected of the regular teacher.

The following list is comprehensive but not exhaustive. It is not intended that every student teacher participate in every activity. The list is suggestive of the types of experiences that can be adapted to meet particular conditions and individual needs. The listing has been divided into two parts: I. Those activities to be carried out in connection with the classroom, and II. Those activities that center outside the classroom.

A check system has been set up so that a record can be kept by the student and supervising teacher of those activities in which the student has participated.

I. ACTIVITIES IN CONNECTION WITH THE CLASSROOM AND INSTRUCTION	Completed or in Progress	Not Available	Not Appropriate
The student teacher is expected to participate in:			
A. Planning and Preparing			
1. Resource units			
2. Teaching units or long range plans			
3. Daily lesson plans			
4. Individualized assignments (seatwork and homework)			
5. Group assignments			
6. Other _____			
B. Classroom Organization and Management			
1. Maintaining the physical condition of the room			
2. Caring for chalkboard appearance			
3. Caring for bulletin board appearance			
4. Caring for appearance of storage spaces, shelves, bookcases, maps, and other equipment			
5. Regulating the movement of pupils			
6. Assigning or revising the seating of pupils			
7. Supervising study in class			
8. Knowing the names of pupils			
9. Assigning tasks			
10. Providing for the display of instructional materials			
11. Keeping attendance records and monthly reports			
12. Other _____			

	Completed or in Progress	Not Available	Not Appropriate
C. Guidance			
1. Interpret and use personnel records			
2. Collect data and construct sociogram			
3. Collect data and write case study			
4. Other _____			
D. Evaluation (Emphasis on changes in pupil behavior)			
1. Preparing, administering, and scoring objective type examinations			
2. Preparing, administering, and scoring subjective type examinations			
3. Becoming familiar with the school's system of grading			
4. Establishing standards for grading; for a test, for a grading period, for the semester			
5. Becoming familiar with the informal (not written) methods of evaluation			
6. Marking papers, reports, etc., other than examinations			
7. Other _____			
E. Operation and Utilization of Equipment and Preparation of Instructional Aids			
1. Motion picture projector			
2. Film strip projector			
3. Slide projector			
4. Opaque projector			
5. Overhead projector			
6. Micro-projector			
7. *Tape or wire recorder*			
8. Record player			
9. Language laboratory			
10. Ditto and mimeograph machines			
11. Field trips			
12. Bulletin boards and other displays and exhibits			
13. Reading, reference, and other bibliographical lists			
14. Radio and television			
15. Demonstrations and experiments			
16. Other _____			

	Completed or in Progress	Not Available	Not Appropriate
II. ACTIVITIES THAT CENTER OUTSIDE THE CLASSROOM			
The student teacher is expected to participate in:			
A. Meetings			
1. Faculty			
2. Departmental			
3. Professional organizations			
4. PTA or other parent groups			
5. Workshops			
6. Other _____			
B. Programs: Attending/Providing Service for			
1. Athletic contests			
2. Musical and dramatic productions			
3. Assembly programs			
4. Rallies, fun nights, etc.			
5. Other _____			
C. Clubs and Other Student Groups			
1. Sponsoring or advising clubs or such groups as Latin, drama, history, stamp, letterman's, or pep clubs			
2. Other _____			
D. Community Functions			
1. Attending fairs, festivals, concerts, etc.			
2. Participating in community social/civic organizations, e.g., Lions, Rotary, Commercial Club, square dance club, American Legion, etc.			
3. Participating in Business Education Days, Career Days, College Recruitment Days, etc.			
4. Other _____			
E. Supervising			
1. Playground			
2. Study halls			
3. Lunch room or cafeteria			
4. Monitor or hall duty			
5. Bus duty			
6. Other _____			
F. Observation of			
1. Other teachers at same grade level or in student teacher's subject areas			
2. Other teachers in other subject areas or at other grade levels			
3. Other _____			

M-STEP

Pilot Center for Student Teaching

In-Service Program for Supervising Teachers

I. RATIONALE

One of the basic assumptions underlying the Pilot Center for Student Teaching is that the supervising teacher has a greater impact on the student teacher during the student teaching experience than any other single person. Thus, it becomes essential that the supervising teacher become the most effective teacher of teachers possible. The in-service program is designed for this purpose.

II. OBJECTIVES

A. To provide a forum for the exchange of ideas and information among supervising teachers, personnel from the cooperating teacher education institutions, other county staff members, and state department personnel.

B. To provide a forum for the sharing of ideas and common experiences among the supervising teachers.

C. To provide instruction and information designed to increase the proficiency and promote the professional growth of supervising teachers.

D. To provide opportunity for the supervising teacher to remain abreast of new developments, trends, and materials in the area of student teaching.

E. To provide an organizational pattern for better utilization of human and material resources from the cooperating institutions.

III. DESCRIPTION

The In-service Program for Supervising Teachers is incorporated in the Kanawha County In-service Education Program and is described in the Handbook on page 42.

All teachers who have accepted responsibility for supervising an M-STEP student teacher are expected to enroll in the appropriate in-service course for the specified number of hours.

Supervision of Student Teaching 906, Section I is designed for all supervising teachers in the M-STEP program during the first semester of the 1967-68 school year and carries twelve (12) hours of in-service credit. The meeting dates, times, and locations are as follows:

September 14, 1967	3:45 - 8:45 (Dinner Meeting)	Morris Harvey College Ballroom, Geary Student Union
October 26, 1967	3:45 - 5:45	Horace Mann Junior High (Music Room)
November 16, 1967	3:45 - 5:45	Horace Mann Junior High (Music Room)
December 21, 1967	3:45 - 5:45	Horace Mann Junior High (Music Room)
January 18, 1968	3:45 - 5:45	Horace Mann Junior High (Music Room)

Supervision of Student Teaching 906, Section II which will be offered during the second semester of the 1967-68 school year is designed only for supervising teachers who are working with M-STEP student teachers for the first time. It, too, will carry twelve (12) hours of in-service credit and will meet on the following dates, times, and places:

February 15, 1968	3:45 - 8:45	To be announced
February 29, 1968	3:45 - 5:45	Horace Mann Junior High (Music Room)
March 21, 1968	3:45 - 5:45	Horace Mann Junior High (Music Room)
April 18, 1968	3:45 - 5:45	Horace Mann Junior High (Music Room)
May 16, 1968	3:45 - 5:45	Horace Mann Junior High (Music Room)

Supervision of Student Teaching, Advanced 907, will be offered during the second semester of the 1967-68 school year and is designed for those M-STEP supervising teachers who have been previously enrolled in 906. It will carry six (6) hours of in-service credit and will meet on the following dates, times, and places:

February 15, 1968	3:45 - 5:45	To be announced
March 21, 1968	3:45 - 5:45	To be announced
May 16, 1968	3:45 - 5:45	To be announced

Supervising teachers will follow the procedures outlined by Kanawha County in the In-service Education Handbook for enrolling in these courses for in-service credit.

M-STEP

Pilot Center for Student Teaching

The Student Teaching Seminar

I. DESCRIPTION

The weekly seminar, an opportunity to share experiences and discuss problems of mutual concern, will be partially problem centered and partially structured around selected topics. Each participant will be expected to study assigned reading materials related to the topics to be discussed in the seminars. Additional reading assignments may be made on topics as determined by the seminar director and/or the supervising teacher. The leadership, provided by the M-STEP staff, college and university supervisors, and Kanawha County personnel, will endeavor to guide rather than dominate the student oriented sessions.

Seminar sessions will be scheduled, for the most part, on Tuesday afternoons after school and will be one and one-half ($1\frac{1}{2}$) hours in length. Specific meeting times and locations will be determined in accordance with the demands of the public school schedules and the needs of the student teachers.

II. OBJECTIVES

A. To provide an orientation period for student teachers with respect to the nature of their opportunities and responsibilities during student teaching.

B. To acquaint the student teacher with the philosophy and practices of the cooperating school system.

C. To provide a forum for the exchange of ideas and the discussion of common problems among students from the five cooperating teacher education institutions.

D. To aid the individual student teacher to develop further competencies, to reflect and draw on the teaching situation in order to strengthen and develop essential teaching skills.

E. To provide experiences which enable the student teacher to relate theory to practice.

F. To provide activities which stimulate and continue the professional growth of the student teacher.

M-STEP

Pilot Center for Student Teaching

Mid-Term Progress Report

Student Teacher _____ School _____

College or University _____ County _____

Grade/s _____ Subject/s _____ School Year 19__19__ Semester (1)__(2)__

Date _____

Introduction:

This form is designed as an instrument for the evaluation of student teaching performance in the Pilot Center for Student Teaching. It is understood that all student teachers using the form will check some characteristics as their weakest, and that this is simply an indication that improvement is desired, not that performance is unsatisfactory. Marking in this manner should not cause concern regarding the interpretation others may place upon the evaluation. Self-appraisal seeks only to indicate what a teacher believes about his or her own performance and to stimulate the growth which comes from a systematic review of desirable teaching practices. The code is designed to prevent comparison of one teacher with another.

Instructions:

The student teacher will mark Column 1 according to the student code. The supervising teacher will mark Column 2 with the supervising teacher code. A conference will then be held for the purpose of considering both appraisals. Please use pencil or typewriter as this form may need to be photocopied.

The evaluation form will be signed by the student teacher and supervising teacher to indicate that all items have been jointly considered.

The remaining signatures will indicate only that the progress report form has been examined by the person signing except in those instances where additional comments are appended in the summary (Part VII).

In the belief that self-evaluation leads to self-improvement, it is recommended that the form be executed by student teacher and supervising teacher mid-way through the student teaching experience. A second and final evaluation form will be due at the conclusion of the student teaching experience. All evaluation forms will be completed and submitted to the Center Director.

Signatures:

_____ _____

Supervising Teacher Student Teacher

_____ _____

Principal Center Director

Code for student's self-appraisal; to be used in Column 1:

1. one of my strongest characteristics
2. average; acceptable
3. fair; need for improvement
4. poor; one of my weakest characteristics

Code for supervising teacher's appraisal; to be used in Column 2:

S satisfactory
NH needs help
U unsatisfactory
N no opportunity to observe performance in this area

I. PERSONAL QUALITIES:

	1	2
A. General Appearance		
1. Is poised and well groomed.		
2. Clothes are becoming and appropriate.		
B. Voice Quality		
1. Voice is pleasing in pitch.		
2. Voice has ample volume.		
C. Emotional and Mental Stability		
1. Maintains sound emotional adjustment.		
2. Evidences calm and mature reactions under stress.		
D. Physical Vigor and Enthusiasm		
1. Is able to perform duties in an alert manner.		
2. Is regular in attendance.		
E. Effective Relationships		
1. Honestly likes children.		
2. Establishes and maintains rapport easily.		
3. Is patient and sympathetic.		

F.	Sense of Humor, Cheerfulness	1	2
	1. Has excellent judgment of values.		
	2. Relieves tense situations.		
	3. Radiates optimism.		
G.	Dependability		
	1. Shows awareness of responsibilities.		
	2. Shows consistency in meeting obligations.		
	3. Anticipates responsibilities.		
H.	Cooperation		
	1. Is able and willing to cooperate with others to achieve school objectives.		
	2. Accepts and acts upon suggestions creatively and graciously.		
I.	Social Qualities		
	1. Is sensitive to and considerate of the feelings of others.		
	2. Displays refinement and social grace.		
J.	Intellectual Curiosity		
	1. Displays a working knowledge of the learning process in solving intellectual problems.		
	2. Shows quick insight into situations.		
	3. Is curious and eager for knowledge.		

	1	2
K. Professional Interests		
1. Is proud to be a teacher.		
2. Understands teacher's relation to process of pupil growth and development.		
II. TEACHING PERFORMANCE:		
A. Classroom Management and Environment		
1. Strives to maintain an attractive and eye-appealing classroom.		
2. Pupil response is indicative of a happy and stimulating atmosphere that is free from tension and anxiety.		
3. Understands children and is aware of their emotional and social needs.		
4. Evidences a love for all children without regard to social and cultural status or aptitude for learning.		
5. Maintains an orderly and well disciplined classroom without being excessively dogmatic or authoritarian.		
6. Is accepted and earns the respect of pupils.		
B. Teaching Techniques		
1. Plans lessons well.		
2. Follows lesson plans.		
3. Generally is able to motivate pupils to accomplish the desired objective - a purposeful learning experience.		

	1	2
4. Uses the textbook appropriately.		
5. Uses other appropriate instructional materials and aids in teaching.		
6. Uses questioning to good advantage, not only as an evaluative technique, but also a technique in continuing and developing a train of thought, and as an aid in teaching the child how to think and reason.		
7. Is knowledgeable as to the subject matter for the grade or grades taught (includes what is to be taught and how it is to be taught).		
8. Recognizes and takes into account the achievement level of pupils (individual differences).		
9. Adjusts assignments and activities in terms of these achievement levels.		
10. Speaks clearly and distinctly.		
11. Uses good grammar.		
C. Pupil Growth		
1. Encourages pupils to seek learning with enthusiasm.		
2. Helps pupils to develop good study and work habits.		
3. Helps pupils evaluate themselves as a means to further growth.		

III. PROFESSIONAL QUALITIES:	1	2
A. Projects an image of professional sophistication in manners, and educational refinement.		
B. Exhibits a tendency for introspection - analyzes limitations and strengths and compensates accordingly.		
C. Takes advantage of opportunities to become acquainted with sources of current thinking such as conferences, yearbooks, workshops or demonstrations.		
D. Participates in professional meetings.		
E. Shares out-of-school responsibilities with the supervising teacher.		
F. Attends community activities related to the school.		
G. Respects and administers school policies.		
H. Uses resource persons and community facilities in teaching situations.		
I. Properly cares for school equipment and supplies.		
J. Evaluates teaching procedures with teachers or fellow student-teachers in an objective manner.		

IV. SUPPLEMENTARY INFORMATION FROM STUDENT TEACHER:

Please list the activities in which you have participated thus far during your period of student teaching.

A. Committees within the building _____

_____

B. County-wide workshops _____

_____

C. Professional organizations _____

_____

D. Other _____

E. Extra-curricular activities (check the area of your activity).

_____ Athletics	_____ Publications	_____ Assemblies
_____ Social Activities	_____ Dramatics	_____ P.T.A.
_____ Musical Activities	_____ Clubs	_____ Other

V. INFORMATION FOR COLLEGE OR UNIVERSITY:
(To be supplied by the supervising teacher/s).

Student Teacher: _____
Last First Middle

Elementary: Grade level/s _____

Secondary: Subject/s taught _____ Grade level/s _____

School _____ City _____

Number of clock hours at date report submitted:

Observed _____ Taught _____ Other Activities _____

College semester 1st _____ 2nd _____ Date submitted _____

Supervising teacher/s _____

_____

VI. SUMMARY OF MID-TERM EVALUATION BY SUPERVISING TEACHER:

(Please use pencil or typewriter as this form may need to be photocopied).

A. Weaknesses

B. Strengths

C. Progress shown during student teaching experience

VII. SUMMARY BY OTHERS: (Indicate position)

I. SUGGESTIONS FOR EVALUATION

A. Some characteristics of a superior student teacher

1. Always displays enthusiastic interest in teaching.
2. Constantly seeks to improve the situation by bringing in additional materials and new ideas in addition to completing, in a creative manner, the duties assigned by the supervising teacher.
3. Seems sensitive to the importance of studying the needs, interests, and capabilities of each individual.
4. Displays competence in guiding effective group action.
5. Gives evidence that teacher-pupil planning is present, if applicable.
6. Evidences exceptional knowledge and understanding of subject matter.
7. Merits recommendation to prospective employer.

B. Some characteristics of an above average student teacher

1. Usually displays enthusiastic interest in teaching.
2. Occasionally goes beyond the call of duty and brings in additional ideas. Now and then volunteers for extra duty.
3. Usually takes individual differences into consideration.
4. Usually evidences well thought-out group action techniques. Occasionally reverts to flat dictation. Now and then the group action deteriorates into a laissez-faire situation. Effective teacher-pupil planning is usually in evidence, if applicable.
5. Evidences above-average knowledge and understanding of subject matter.
6. Gives indication of becoming an average or above average teacher and merits recommendation.

C. Some characteristics of an average student teacher

1. Often appears tired and disinterested in teaching.
2. Makes an effort to complete minimal tasks suggested by the supervising teacher.
3. Usually just talks to large groups of students.
4. Evidences little effective teacher-pupil planning, if applicable.
5. Displays only average knowledge and understanding of subject matter.
6. Gives indication of becoming only a low average teacher. Merits recommendation only to those schools in which adequate supervision and assistance can be given to beginning teachers.

D. Some characteristics of a below average student teacher

1. Seldom displays any real interest in teaching.
2. Often fails to discharge the tasks suggested by the supervising teacher. Required work is often handed in late and in a careless manner.
3. Seldom makes any effort to become involved in the problems and interests of individual students.
4. Displays almost totally ineffective teacher-pupil planning. Group often disintegrates when student is in charge. Dictatorial techniques much in evidence.
5. Evidences below average knowledge and understanding of subject matter.
6. Gives indication of being a below average teacher and should not be encouraged to enter the teaching profession. Should not be recommended to a prospective employer. Might possibly benefit from another student teaching experience.

II. SUPERVISED TEACHING EVALUATION

Name _____ Date _____

PERSONAL AND PROFESSIONAL QUALITIES AFFECTING TEACHING SUCCESS

This evaluation is based upon a comparison of the student teacher and the average first-year teacher.

Please check those qualities that you have had an opportunity to observe and evaluate	Inferior	Below Av.	Average	Above Av.	Superior	Please check those qualities that you have had an opportunity to observe and evaluate	Inferior	Below Av.	Average	Above Av.	Superior
Personal appearance						Skill in oral expression					
General physical condition						Skill in written expression					
Voice (clearness-modulation)						Emotional maturity					
Loyalty and cooperation						Maturity of judgment					
Dependability						General knowledge					
Willingness to accept suggestions						Knowledge of subject matter					
Enthusiasm						Ability to stimulate interest					
Forcefulness						Ability to select materials					
Initiative-resourcefulness						Ability to organize materials					
Creativeness						Ability to adapt activities					
Friendliness-sympathy						Ability to manage classroom					
Sincerity						Ability to evaluate pupil progress					
Sense of humor						Understanding of pupils					

III. SUMMARY OF EVALUATION BY SUPERVISING TEACHER:

(Please use typewriter as this form may need to be photocopied).

A. Weaknesses

B. Strengths

C. Progress shown during student teaching experience

IV. SUMMARY BY OTHERS: (Indicate position)

V. SUPPLEMENTARY INFORMATION TO BE OBTAINED FROM STUDENT TEACHER:

Please list the activities in which the student teacher participated during his period of student teaching.

A. Committees within the building _____

_____

B. County-wide workshops _____

_____

C. Professional organizations _____

_____

D. Other _____

E. Extra-curricular activities (check the area of your activity).

_____ Athletics	_____ Publications	_____ Assemblies
_____ Social Activities	_____ Dramatics	_____ P.T.A.
_____ Musical Activities	_____ Clubs	_____ Other

VI. INFORMATION FOR COLLEGE OR UNIVERSITY:

(To be supplied by the supervising teacher/s)

Student Teacher _____
Last First Middle

Elementary: Grade level/s _____

Secondary: Subject/s taught _____ Grade level/s _____

School _____ City _____

Number of clock hours:

Observed _____ Taught _____ Other activities _____

College semester: 1st _____ 2nd _____ Date submitted _____

Supervising teacher/s _____

_____

VII. DATA TO BE SUPPLIED BY COLLEGE OR UNIVERSITY:

Semester hours credit _____

Grade assigned _____

Coordinator (College or University) _____

M-STEP

Pilot Center for Student Teaching

WEEKLY REPORT OF STUDENT TEACHING ACTIVITIES

Week of _____ Name _____
(Monday's date)

One copy of this report for the previous week is to be submitted at each seminar. The activities to be reported are to be classified into three categories:

a. Hours taught (T) - This is to include only those activities which can clearly be defined as planned or purposeful teaching, such as instruction of an entire class or work with groups or individuals in a learning situation.

b. Hours observed (O) - This is planned observation of teaching situations or other learning activities.

c. Other activities (OA) - Activities directly related to the school but not falling under the heading of the previous categories such as home-room activities, faculty meetings, conferences and P.T.A. meetings.

TIME SUMMARY

	Previous Total	Current Week	Total to Date
Hours Observed			
Hours Taught			
Hours Other Activities			
Total			
Days Absent			

Date Submitted _____ School _____

_____ _____
Student Teacher's Signature Supervising Teacher's Signature

Day	No. of Minutes T	O	OA	NATURE OF ACTIVITY - GRADE OR SUBJECT
Mon.				
Total				

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Day	No. of Minutes T	O	OA	NATURE OF ACTIVITY - GRADE OR SUBJECT
Tues.				
Total				
Wed.				
Total				
Thurs.				
Total				
Fri.				
Total				

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Pilot Center for Student Teaching

OBSERVATION REPORT _____ _____
(Name) (School)

PHYSICAL EQUIPMENT AND PROPERTIES OF THE SCHOOL:

BUILDING:	Age? Planned capacity vs. present and future enrollments? Location? Arrangement into instruction and special facilities areas? Extent and appearance of the grounds? Extent and limitations of parking facilities? Special teacher parking facilities?
CLASSROOMS:	Seating arrangements (Flexible-rigid)? Lighting? Space (adequate for class size and use)? Storage facilities? Ventilation? Chalkboards? Bulletin boards? Windows? Furniture? Color? Cleanliness? Arrangement?
LIBRARY:	Amount of space vs. number of students using it? Attractiveness? Location in relationship to instructional areas?
CAFETERIA:	Location? Attractiveness? Noise level? Type of program (cafeteria selection or standardized lunch)? Quantity and variety of servings? Number of shifts required to feed all students? Special eating area for teachers?
AUDITORIUM:	Capacity? Adequacy of seating for size of student body? Uses made of it?
GYMNASIUM:	Capacity? Adequacy of seating for size of student body? Uses made of it? Adequacy of locker room facilities?
RESTROOMS:	Location? Faculty lounges? Privileges permitted?
ADMINISTRATIVE OFFICES:	Location? Offices contained in the area? Teachers' mail boxes? Notice boards?
HEALTH SERVICES:	Type of services available? Personnel involved? Facilities available?
GUIDANCE OFFICES:	Location? Facilities available? Uses made of them?

USE REVERSE SIDE

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Pilot Center for Student Teaching

OBSERVATION REPORT _____ _____
(Name) (School)

INSTRUCTIONAL MATERIALS AND EQUIPMENT:

AUDIO-VISUAL DEPARTMENT:	Location? Person in charge? Procedure for obtaining materials (rental/purchase/borrowing)? Procedure for scheduling equipment? Provision for equipment operation instruction and/or equipment operators? Extent of student help? Extent of services provided? Extent of equipment available?
LIBRARY:	Location? Person(s) in charge? Daily schedule? Student Assistants? Provision for reserve holdings? Provision for classes or small groups working in the library? Type of library holdings (periodicals, reference books and materials, fiction, and nonfiction)? Vertical files?
DEPARTMENTAL LIBRARY:	Location? Extent of holdings? Type of service provided?
TEACHERS LIBRARY OR READING CENTER:	Location? Type of materials provided (general education periodicals, special subject matter journals, etc.)?
READING LABORATORY:	Location? Purpose? Equipment? How used?
LANGUAGE LABORATORY:	Location? Purpose? Equipment? How used?
PROGRAMMED INSTRUCTION MATERIALS/ EQUIPMENT:	Courses where such materials used? Type of materials/equipment used? Provision for instruction in its use?
CLASSROOM MATERIALS AND EQUIPMENT:	Chalkboards, pegboards, bulletin boards, flannelboards, magnetic boards, display cases, shelves, models, mock-ups, objects, specimens, demonstration and/or laboratory equipment, picture files, projection screens, projection equipment, audio-visual materials (records, slides, film-strips, films, etc.)? Reference books, magazines, collections, dictionaries, etc.?

USE REVERSE SIDE

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Pilot Center for Student Teaching

OUTLINE FOR CLASS OBSERVATION

It is generally recognized that the student teacher can profit significantly from certain directed observations of various phases of the school program. During the student teaching period, the student should be involved in a continuing program of observation. This should take him into the classrooms of other teachers in the department or at the same grade level as well as those in other areas of the curriculum or at different grade levels. Each student should observe, if possible, two other teachers in the same department or grade level, as well as at least two teachers in other subject areas or grade levels.

The scheduling of these observations should be under the supervising teacher's direction to assure balance in the number of visits, areas observed, and to avoid wasted effort on the part of the student. As a matter of courtesy, the student teacher should request permission of the teacher to be observed well in advance of the time of observation. The student teacher should arrange his schedule to arrive prior to the start of class and should, if possible, remain the entire period. No notes should be taken during the observation unless approval by the teacher being visited has been secured. The outline below will serve as a guide for these observations and will be followed in any class observation assignments to be submitted in written form.

(Heading to be placed on your written observation report)

Student Teacher _____ School _____

Date _____ Class Observed _____ Grade Level _____

Lesson Topic or Title _____

Analyze the class observed using the following points where appropriate:

A. How did the teacher

(1) open the class period?
(2) secure the attention of the students?
(3) handle the administrative details - make announcements, take roll, collect papers, distribute materials, etc?
(4) establish and maintain good class control?
(5) relate this lesson to prior and subsequent work in the course?
(6) involve the students in the lesson - intellectually, emotionally, and physically?
(7) develop a climate for learning?
(8) provide for individual differences within the class?
(9) ask and answer questions?
(10) vary the techniques and learning materials?
(11) present the facts, skills, and understanding of the lesson?
(12) evaluate to see whether the objectives had been achieved?
(13) summarize and emphasize the main points of the lesson?
(14) give the assignment?
(15) supervise the study period?
(16) dismiss the class at the end of the period?

B. In What activities did the students engage?

C. What evidences did you observe that indicated learning was taking place?

D. If asked to do so, what suggestions could you make for improving the instruction observed?

M-STEP

Pilot Center for Student Teaching

EVALUATING STUDENT TEACHERS

I. Purposes

Evaluation of the student teacher is carried on for the purpose of:

A. Promoting student teacher growth through self-evaluation.

B. Providing, for the benefit of college officials and potential employees, a realistic record of the student teacher's growth and an informed prediction of his success as a teacher.

C. Contributing to the professional growth of the supervising teacher and the improvement of the total instructional program.

II. Basic Principles of Student Teacher Evaluation

A. The evaluation program should be designed to produce student self-evaluation.

B. The evaluation program should be for the most part a cooperative venture of teacher and student.

C. The evaluation program should contain provisions for both informal and systematic assessments of student growth and should be continuous in nature.

D. Evaluation should be specific in nature.

III. Some Operational Considerations in Student Teacher Evaluation

A. A proper attitude toward evaluation should be established.

1. The concept of grade must be de-emphasized.

2. The idea must be established that "performance" rather than "person" is being evaluated.

3. The bases used in the evaluation process must be fully known to the student teacher.

B. Evaluation can best be accomplished through regularly scheduled conferences.

1. Should be periodic.

2. Use of self as model.

3. Positive rather than negative technique.

C. Suggested evaluation techniques.

1. Student teacher records, logs, reports, special studies, activities check list, etc.

2. Student teacher - student teacher.

3. Pupil - student teacher.

4. Rating scales for single performance or teaching activity.

D. Evaluation should be specific in nature.

1. General criticisms or commendations have limited value.

2. Identification of specific problems and specific suggestions for improvement are needed.

IV. General Catagories for Evaluation

A. Academic training.

1. General.

2. Within subject matter field or teaching area.

B. Professional training.

1. Knowledge of educational theory.

2. Knowledge of educational techniques.

C. Teaching performance.

1. Sensitivity to individual needs of children.

2. Ability to establish and maintain effective learning environment in the classroom.

3. Ability to utilize a variety of instructional techniques.

4. Ability to utilize instructional materials.

D. Personal qualities.

1. Appearance.

2. Emotional stability.

3. Physical health.

4. Relationships with children.

5. Relationships with professional staff members.

M-STEP
Pilot Center for Student Teaching

SUMMARY SHEET ON UNIT PLANNING

Types of Planning

- Resource Units
- Teaching Units
  - Project Approach
  - Subject Matter Approach
  - Experience Approach
- Daily Lesson Plans

Advantages of Unit Planning

- Implements sound principles of learning
- Enables the teacher to accomplish worthwhile educational objectives
- Makes learning unitary
- Provides greater flexibility for the teacher
- Assures the provision for individual differences
- Cuts across many subject area lines
- Stimulates opportunity to implement the democratic process

Major Parts of a Unit

- Objectives
- Activities (Procedures)
  - Beginning (Motivation)
  - Developmental
  - Culminating
- Materials (Resources)
- Evaluation

Possible Activities to Use in Introducing a Teaching Unit

- Class Discussion (Students decide procedures or teacher can give out Guide Sheet)
- Lecture by the teacher
- Oral test
- Pre-test (written)
- Guest Speaker
- Audio-visual aids such as a film, filmstrip, field trip, etc.

Possible Activities to Use in the Developmental Period

- Study Groups - either large or small groups
- The class may be together for any of the following activities: oral reports, discussion on progress of work, getting information through a film; filmstrip, slides, etc., or through the visit of a guest.
- The class might take a field trip
- The class may spend time in a laboratory or be constituted as a study hall
- The class can carry out the assignments on the Guide Sheet

Possible Activities to Use in the Culminating Period

Reviews, drills, panel, discussions, talks, socialized recitation, reports

THINGS TO REMEMBER IN DEVELOPING UNITS

- Do not limit your teaching objectives to facts or understandings alone.
- Always plan learning activities that are appropriate in carrying out your objectives.
- Do not have an activity simply to have the students doing something.
- Evaluation consists of more than mere testing in the formal sense of the word.

THE RESOURCE UNIT

A resource unit is a collection of materials and activities organized around a given topic to be used as a basis for teacher pre-planning. It is broader and more comprehensive than a teaching unit, for many teaching units may be developed from a single resource unit. It is designed for teachers rather than for students. Teachers go to resource units for ideas and suggestions, not for a complete outline of a unit. They help teachers to provide for programs based upon the individual differences of students. They help teachers to relate work in their field to work carried on in other teaching areas. They can be used in a curriculum pattern organized around a textbook, around a printed course of study, or in a rather flexible curriculum pattern where teachers and pupils are free to select units or problems that they wish to study.

A common, but not only, pattern for a resource unit may include:

1. A statement of the significance of the problem or problem area.
2. Possible learning outcomes, which may be expressed in terms of:
   a. information or facts to be learned
   b. skills and habits to be developed
   c. understandings and generalizations
   d. attitudes, ideals, tastes, preferences, values
3. Content outline, which may be expressed in terms of:
   a. material to be covered in logical form
   b. questions to be answered
   c. problems to solve
4. Suggested activities. This is probably the heart of the resource unit. This involves the "doing stage" of learning. Such activities as the following may be included:
   a. reading-viewing films
   b. listening to discussion, recordings, resource speakers, reports
   c. field trips
   d. surveys
   e. panel discussions
   f. socio-drama
   g. construction of models, charts, graphs, cartoons
   h. drill
   i. experiments
   j. research
   k. dramatization
5. Suggested materials may be listed under a number of classifications:
   a. books for teachers to read
   b. books for students to read
   c. monographs, pamphlets, articles
   d. pictures, charts, graphs, cartoons, models
   e. films (silent and sound) film strips
   f. transcriptions and recordings (disk and tape)
   g. community resources
6. Suggestions for evaluation. These suggestions may be in the form of paper and pencil tests of information, skill, attitude, aptitude, performance, records, rating scales, inventories, self-rating devices.

M-STEP
Pilot Center for Student Teaching

Report on Opening School Experience

Because of the unique situations which prevail during the opening days of school and the valuable experiences of the county pre-service meetings, we have asked you to make every attempt to be present for the initial week of the school term. We suggest that you utilize this week to accomplish two primary purposes. The first of these is to take advantage of the opportunity to observe the "mechanics of opening school." This will be of tremendous value to you as a new teacher. The second primary purpose is to become acquainted with your school, your supervising teacher, and your students.

In order to obtain maximum benefit from this experience, you are asked to submit to the Center Director a brief report on your observations during this period. The reports will be called for at one of your early seminars. Please use the following format in writing your reports and the suggestions below as a guide to content.

(Heading to be placed on written report)

Student Teacher _____ School _____

Dates of Observation _____ Supervising Teacher _____

A. Write a one or two paragraph reaction to the pre-service meeting/s you attended.

B. Write a one or two paragraph reaction to the pre-school faculty meetings in your school. Consider the following points as they seem appropriate:

   1. Were instructions adequate?
   2. What special considerations were given to new teachers? Student teachers?
   3. What would you like to see added to such meetings? Deleted?
   4. Other observations.

C. Observe and comment on the following aspects of the first few days the students are in school.

   1. Establishment of routine procedures for class operation and control.
   2. Arrangements for dealing with student questions and special problems.
   3. Orientation procedures used to acquaint students with the nature and purpose of the course.
   4. Other.

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M-STEP

Pilot Center for Student Teaching

SUGGESTED FORMAT FOR LESSON PLANS

Basic Information*

Identification of unit or daily lesson plan, date, grade, subject, class, grade level, nature of class, length of plan, etc.

I. Objectives

Overall:

Specific:

II. Procedures (Activities)

Motivation: Class discussion, brief lecture, oral test, written test, guest speaker, audio-visual aids, questions, etc.

Development: Study groups, oral reports, discussion, field trips, laboratory experiences, assignment sheets, written exercises, audio-visual presentations, guest speakers, drill, board work, map drill, individual projects, research, dramatization, etc.

Culmination or summary:
Reviews, drills, panels, discussion summary reports, etc.

III. Materials and Resources

All resources, texts, films, assignment sheets, supplies, projectors, charts, rooms, and other materials needed.

IV. Assignment

V. Evaluation

Oral reviews of tests, written teacher-made tests, standardized tests, rating scales, self-rating devices, performance records, etc.

*Use only the items needed to properly identify your lesson plan for you, your supervising teacher and anyone who might visit your classroom to observe your teaching.

M-STEP
Pilot Center for Student Teaching
Supervising Teacher's Evaluation of Student Teaching Experience

Name _____ Subject Area(s) _____

School _____ or Grade(s) _____

Date _____

1. Please circle the number of student teachers previously supervised.

   1 2 3 4 5 more than 5

2. Please circle the number of years you have been engaged in teaching including the present year.

   1 2 3 4 5 6-10 11-15 16-20 21-25 26-30 more

3. Have you had, or are you now enrolled in, a college credit course in the supervision of student teachers?

   _____ No _____ Yes; where? _____

PART ONE

Please examine the entire list of student teaching experiences carefully. Then rate each experience, individually, in terms of your response to this question: "To what extent was this experience provided for the student during student teaching?" The degree to which this experience was provided is to be indicated by encircling one of six possible responses: No Extent, Limited Extent, Moderate Extent, Considerable Extent, Very Great Extent, Not Appropriate.

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
I. ACTIVITIES IN CONNECTION WITH THE CLASSROOM AND INSTRUCTION						
A. Planning and Preparing:						
1. Resource units	NE	LE	ME	CE	VG	NA
2. Teaching units or long range plans ..	NE	LE	ME	CE	VG	NA
3. Daily lesson plans	NE	LE	ME	CE	VG	NA
4. Individualized assignments (seatwork and homework)	NE	LE	ME	CE	VG	NA
5. Group assignments	NE	LE	ME	CE	VG	NA

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
B. Classroom Organization and Management						
1. Maintaining the physical condition of the room	NE	LE	ME	CE	VG	NA
2. Caring for chalkboard appearance	NE	LE	ME	CE	VG	NA
3. Caring for bulletin board appearance	NE	LE	ME	CE	VG	NA
4. Caring for appearance of storage spaces, shelves, bookcases, maps, and other equipment	NE	LE	ME	CE	VG	NA
5. Regulating the movement of pupils	NE	LE	ME	CE	VG	NA
6. Assigning or revising the seating of pupils	NE	LE	ME	CE	VG	NA
7. Supervising study in class	NE	LE	ME	CE	VG	NA
8. Assigning tasks	NE	LE	ME	CE	VG	NA
9. Providing for the display of instructional materials	NE	LE	ME	CE	VG	NA
10. Keeping attendance records and monthly reports	NE	LE	ME	CE	VG	NA
C. Guidance						
1. Interpret and use personnel records	NE	LE	ME	CE	VG	NA
2. Collect data and construct sociogram	NE	LE	ME	CE	VG	NA
3. Collect data and write case study	NE	LE	ME	CE	VG	NA
D. Evaluation (Emphasis on Changes in Pupil Behavior)						
1. Preparing, administering, and scoring objective type examinations	NE	LE	ME	CE	VG	NA
2. Preparing, administering, and scoring subjective type examinations	NE	LE	ME	CE	VG	NA
3. Becoming familiar with the school's system of grading	NE	LE	ME	CE	VG	NA
4. Establishing standards for grading; for a test, for a grading period, for the semester	NE	LE	ME	CE	VG	NA
5. Becoming familiar with the informal (not written) methods of evaluation	NE	LE	ME	CE	VG	NA
6. Marking papers, reports, etc., other than examinations	NE	LE	ME	CE	VG	NA
7. Experiencing Conferences (parent-teacher)	NE	LE	ME	CE	VG	NA

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
E. Operation and Utilization of:						
1. Motion picture projector	NE	LE	ME	CE	VG	NA
2. Film strip projector	NE	LE	ME	CE	VG	NA
3. Slide projector	NE	LE	ME	CE	VG	NA
4. Opaque projector	NE	LE	ME	CE	VG	NA
5. Overhead projector	NE	LE	ME	CE	VG	NA
6. Micro-projector	NE	LE	ME	CE	VG	NA
7. Tape or wire recorder	NE	LE	ME	CE	VG	NA
8. Record player	NE	LE	ME	CE	VG	NA
9. Language laboratory	NE	LE	ME	CE	VG	NA
10. Ditto and mimeograph machines	NE	LE	ME	CE	VG	NA
11. Field trips	NE	LE	ME	CE	VG	NA
F. Preparation of:						
1. Bulletin boards and other displays and exhibits	NE	LE	ME	CE	VG	NA
2. Reading, reference, and other bibliographical lists	NE	LE	ME	CE	VG	NA
3. Radio and television programs or scripts	NE	LE	ME	CE	VG	NA
4. Demonstrations and experiments	NE	LE	ME	CE	VG	NA
II. ACTIVITIES THAT CENTER OUTSIDE THE CLASSROOM						
A. Meetings:						
1. Faculty	NE	LE	ME	CE	VG	NA
2. Departmental	NE	LE	ME	CE	VG	NA
3. Professional organizations	NE	LE	ME	CE	VG	NA
4. PTA or other parent groups	NE	LE	ME	CE	VG	NA
5. Workshops and in-service activities	NE	LE	ME	CE	VG	NA
B. Programs: Attending/Providing Service for						
1. Athletic contests	NE	LE	ME	CE	VG	NA
2. Musical and dramatic productions	NE	LE	ME	CE	VG	NA
3. Assembly programs	NE	LE	ME	CE	VG	NA
4. Rallies, fun nights, etc.	NE	LE	ME	CE	VG	NA
C. Clubs and Other Student Groups						
1. Sponsoring or advising clubs or such groups as Latin, drama, history, stamp, letterman's, or pep clubs	NE	LE	ME	CE	VG	NA

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
D. Community Functions						
1. Attending fairs, festivals, concerts, etc.	NE	LE	ME	CE	VG	NA
2. Participating in community social/ civic organizations, e.g., Lions, Rotary, Commercial Club, square dance club, American Legion, etc.	NE	LE	ME	CE	VG	NA
3. Participating in Career Days, College Recruitment Days, etc.	NE	LE	ME	CE	VG	NA
E. Supervising:						
1. Playground	NE	LE	ME	CE	VG	NA
2. Study halls	NE	LE	ME	CE	VG	NA
3. Lunch room or cafeteria	NE	LE	ME	CE	VG	NA
4. Monitor or hall duty	NE	LE	ME	CE	VG	NA
5. Bus duty	NE	LE	ME	CE	VG	NA
F. Observation of:						
1. Other teachers at same grade level or in student teacher's subject areas	NE	LE	ME	CE	VG	NA
2. Other teachers in other subject areas or at other grade levels	NE	LE	ME	CE	VG	NA
3. Other personnel in the school such as the principal, counselor, and custodian	NE	LE	ME	CE	VG	NA
4. Other county personnel at work such as subject area supervisors, reading specialists, school psychologists, and school nurse	NE	LE	ME	CE	VG	NA

Answer the questions below as frankly as possible. Be specific in your comments. All comments will be held in strictest confidence and in no instance will you be identified with a specific answer.

I. From the standpoint of providing opportunity for desirable student teaching experiences, the school in which I teach should be rated as follows (check one):

_____ An outstanding school.
_____ A very good school.
_____ Probably a typical school.
_____ Relatively poor school.
_____ An unsatisfactory school.

Following are my reasons for checking the statement that I checked above (be specific): _____

_____

_____

II. Check the statement below which best describes the situation which you provided for your student teacher:

_____ Always allowed the student great freedom in making plans and carrying them out in the classroom.
_____ Allowed the student to develop his own plans, and then gave them very careful consideration, accepting them or pointing out clearly why they should be changed.
_____ Allowed the student to plan his own work under my close supervision.
_____ Usually required the student to follow my plan for the class.
_____ Rarely, if ever, allowed the student to show his own originality or initiative.

III. During the student teaching experience the student had rather complete responsibility for his classes (check one):

_____ During practically all of the nine week period.
_____ During the last four weeks of the period.
_____ Only about half of the nine week period, and his responsibility was not necessarily continuous (I would take responsibility at intervals).
_____ For only a week or less.
_____ Never was really capable of assuming responsibility.

IV. The following persons observed the student's teaching and/or conferred with him concerning his work:

_____ Supervising teacher
_____ Principal
_____ County supervisor
_____ College personnel
_____ Others (please give position) _____

V. As you look back on his student teaching experience, what aspects of it will, in your opinion, prove most valuable to him.

1. _____

2. _____

3. _____

VI. The following are the most outstanding difficulties which he encountered as a student teacher:

1. _____

2. _____

3. _____

VII. How could this experience be made more meaningful to the student teacher? (Make specific suggestions).

_____

_____

_____

VIII. To what extent do you believe he profited by being in the M-STEP Program as compared to your conception of a more traditional program?

_____ To no extent.
_____ To a limited extent.
_____ To a moderate extent.
_____ To a considerable extent.
_____ To a very great extent.

IX. What, in your opinion, are the outstanding weaknesses in the M-STEP Program for student teaching?

_____

_____

_____

X. What, in your opinion, are the outstanding strengths in the M-STEP Program for student teaching?

_____

_____

_____

M-STEP
Pilot Center for Student Teaching
Student's Evaluation of Student Teaching Experience

Name _____ Subject Area(s) _____

School _____ or Grade(s) _____

Date _____

PART ONE

Please examine the entire list of student teaching experiences carefully. Then rate each experience, individually, in terms of your response to this question: "To what extent was this experience provided to you during student teaching?" The degree to which this experience was provided is to be indicated by encircling one of six possible responses: No Extent, Limited Extent, Moderate Extent, Considerable Extent, Very Great Extent, Not Appropriate.

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
I. ACTIVITIES IN CONNECTION WITH THE CLASSROOM AND INSTRUCTION						
A. Planning and Preparing:						
1. Resource units	NE	LE	ME	CE	VG	NA
2. Teaching units or long range plans ..	NE	LE	ME	CE	VG	NA
3. Daily lesson plans	NE	LE	ME	CE	VG	NA
4. Individualized assignments (seatwork and homework)	NE	LE	ME	CE	VG	NA
5. Group assignments	NE	LE	ME	CE	VG	NA

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Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
B. Classroom Organization and Management						
1. Maintaining the physical condition of the room	NE	LE	ME	CE	VG	NA
2. Caring for chalkboard appearance	NE	LE	ME	CE	VG	NA
3. Caring for bulletin board appearance	NE	LE	ME	CE	VG	NA
4. Caring for appearance of storage spaces, shelves, bookcases, maps, and other equipment	NE	LE	ME	CE	VG	NA
5. Regulating the movement of pupils	NE	LE	ME	CE	VG	NA
6. Assigning or revising the seating of pupils	NE	LE	ME	CE	VG	NA
7. Supervising study in class	NE	LE	ME	CE	VG	NA
8. Assigning tasks	NE	LE	ME	CE	VG	NA
9. Providing for the display of instructional materials	NE	LE	ME	CE	VG	NA
10. Keeping attendance records and monthly reports	NE	LE	ME	CE	VG	NA
C. Guidance						
1. Interpret and use personnel records	NE	LE	ME	CE	VG	NA
2. Collect data and construct sociogram	NE	LE	ME	CE	VG	NA
3. Collect data and write case study	NE	LE	ME	CE	VG	NA
D. Evaluation (Emphasis on Changes in pupil behavior)						
1. Preparing, administering, and scoring objective type examinations	NE	LE	ME	CE	VG	NA
2. Preparing, administering, and scoring subjective type examinations	NE	LE	ME	CE	VG	NA
3. Becoming familiar with the school's system of grading	NE	LE	ME	CE	VG	NA
4. Establishing standards for grading; for a test, for a grading period, for the semester	NE	LE	ME	CE	VG	NA
5. Becoming familiar with the informal (not written) methods of evaluation	NE	LE	ME	CE	VG	NA
6. Marking papers, reports, etc., other than examinations	NE	LE	ME	CE	VG	NA
7. Experiencing Conferences (parent-teacher)	NE	LE	ME	CE	VG	NA

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
E. Operation and Utilization of:						
1. Motion picture projector	NE	LE	ME	CE	VG	NA
2. Film strip projector	NE	LE	ME	CE	VG	NA
3. Slide projector	NE	LE	ME	CE	VG	NA
4. Opaque projector	NE	LE	ME	CE	VG	NA
5. Overhead projector	NE	LE	ME	CE	VG	NA
6. Micro-projector	NE	LE	ME	CE	VG	NA
7. Tape or wire recorder	NE	LE	ME	CE	VG	NA
8. Record player	NE	LE	ME	CE	VG	NA
9. Language laboratory	NE	LE	ME	CE	VG	NA
10. Ditto and mimeograph machines	NE	LE	ME	CE	VG	NA
11. Field trips	NE	LE	ME	CE	VG	NA
F. Preparation of:						
1. Bulletin boards and other displays and exhibits	NE	LE	ME	CE	VG	NA
2. Reading, reference, and other bibliographical lists	NE	LE	ME	CE	VG	NA
3. Radio and television programs or scripts	NE	LE	ME	CE	VG	NA
4. Demonstrations and experiments	NE	LE	ME	CE	VG	NA
II. ACTIVITIES THAT CENTER OUTSIDE THE CLASSROOM						
A. Meetings:						
1. Faculty	NE	LE	ME	CE	VG	NA
2. Departmental	NE	LE	ME	CE	VG	NA
3. Professional organizations	NE	LE	ME	CE	VG	NA
4. PTA or other parent groups	NE	LE	ME	CE	VG	NA
5. Workshops and in-service activities	NE	LE	ME	CE	VG	NA
B. Programs: Attending/Providing Service for						
1. Athletic contests	NE	LE	ME	CE	VG	NA
2. Musical and dramatic productions	NE	LE	ME	CE	VG	NA
3. Assembly programs	NE	LE	ME	CE	VG	NA
4. Rallies, fun nights, etc.	NE	LE	ME	CE	VG	NA
C. Clubs and Other Student Groups						
1. Sponsoring or advising clubs or such groups as Latin, drama, history, stamp, letterman's, or pep clubs	NE	LE	ME	CE	VG	NA

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
D. Community Functions						
1. Attending fairs, festivals, concerts, etc.	NE	LE	ME	CE	VG	NA
2. Participating in community social/ civic organizations, e.g., Lions, Rotary, Commercial Club, square dance club, American Legion, etc. ...	NE	LE	ME	CE	VG	NA
3. Participating in Career Days, College Recruitment Days, etc.	NE	LE	ME	CE	VG	NA
E. Supervising:						
1. Playground	NE	LE	ME	CE	VG	NA
2. Study halls	NE	LE	ME	CE	VG	NA
3. Lunch room or cafeteria	NE	LE	ME	CE	VG	NA
4. Monitor or hall duty	NE	LE	ME	CE	VG	NA
5. Bus duty	NE	LE	ME	CE	VG	NA
F. Observation of:						
1. Other teachers at same grade level or in student teacher's subject areas	NE	LE	ME	CE	VG	NA
2. Other teachers in other subject areas or at other grade levels	NE	LE	ME	CE	VG	NA
3. Other personnel in the school such as the principal, counselor, and custodian	NE	LE	ME	CE	VG	NA
4. Other county personnel at work such as subject area supervisors, reading specialists, school psychologists, and school nurse	NE	LE	ME	CE	VG	NA

PART TWO

Answer the questions below as frankly as possible. Be specific in your comments. All comments will be held in strictest confidence and will in no way reflect on your grade in student teaching.

I. From the standpoint of providing opportunity for desirable student teaching experience, the school to which I was assigned should be rated as follows (check one):

_____ An outstanding school.
_____ A very good school.
_____ Probably a typical school.
_____ Relatively poor school.
_____ An unsatisfactory school.

Following are my reasons for checking the statement that I checked above (be specific): _____

_____

_____

II. Check the statement below which best describes the situation in which you found yourself:

_____ Always allowed great freedom in making plans and carrying them out in the classroom.
_____ Developed my own plans, and the supervising teacher gave them very careful consideration, accepting them or pointing out clearly why they should be changed.
_____ Was able to plan my own work under close supervision of the supervising teacher.
_____ Usually had to do as the supervising teacher told me to do.
_____ Rarely, if ever, was allowed to show my own originality or initiative.

III. During the student teaching experience I had rather complete responsibility for my classes (check one):

_____ During practically all of the nine week period.
_____ During the last four weeks of the period.
_____ Only about half of the nine week period, and my responsibility was not necessarily continuous (teacher would take responsibility at intervals).
_____ Had complete responsibility for only a week or less.
_____ Never was <u>really</u> allowed responsibility.

IV. The following persons observed my teaching and/or conferred with me concerning my work:

_____ Supervising teacher
_____ Principal
_____ County supervisor
_____ College personnel
_____ Others (please give position) _____

V. As I look back on my student teaching experience, the following are the aspects of it which were most valuable:

1. _____

2. _____

3. _____

VI. The following are the most outstanding difficulties which I encountered as a student teacher:

1. _____

2. _____

3. _____

VII. (a) Please state as concisely as you can your frank reaction to your student teaching experience.

_____

_____

_____

(b) How could this experience be made more meaningful to the student teacher? (Make specific suggestions).

_____

_____

_____

VIII. To what extent do you believe you profited by being in the M-STEP Program as compared to your conception of a more traditional program?

_____ To no extent.
_____ To a limited extent.
_____ To a moderate extent.
_____ To a considerable extent.
_____ To a very great extent.

M-STEP

Pilot Center for Student Teaching

Supervising Teacher's Evaluation of In-Service Program

1. Listed below are the dates and major topics of the in-service meetings this semester. Please rank them in terms of their value to you as a supervising teacher with 1 being most valuable and 4 least valuable.

   _____ a. September 14 - Geary Student Union, Morris Harvey College
   "Orientation to M-STEP"
   _____ b. October 26 - Charleston House
   Viewing of Videotapes from Utah and South Carolina
   _____ c. November 16 - Horace Mann Junior High Library
   Working With and Evaluating Student Teachers
   _____ d. December 14 - Horace Mann Junior High Music Room
   Principles and Techniques in Evaluating Student Teachers - Writing Evaluations

2. Four of the objectives of the In-Service program are reproduced below. In each instance check the phrase which best describes the extent to which this objective has been accomplished with reference to you as a supervising teacher.

   Objectives

   A. To provide a forum for the exchange of ideas and information among supervising teachers, personnel from the cooperating teacher education institutions, other county staff members, and state department personnel.

   This objective was accomplished to:

   _____ a great extent
   _____ a considerable extent
   _____ a moderate extent
   _____ a limited extent
   _____ little or no extent

   B. To provide a forum for the sharing of ideas and common experiences among the supervising teachers.

   This objective was accomplished to:

   _____ a great extent
   _____ a considerable extent
   _____ a moderate extent
   _____ a limited extent
   _____ little or no extent

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C. To provide instruction and information designed to increase the proficiency and promote the professional growth of supervising teachers.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

D. To provide opportunity for the supervising teacher to remain abreast of new developments, trends, and materials in the area of student teaching.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

3. If your answer to C above is anything other than "little or no extent", please state below the way in which the in-service program has enhanced your proficiency and/or contributed to your professional development as a supervising teacher.

4. List below any topics which you feel should have been covered in the in-service sessions.

5. List below your major criticisms of the in-service program.

M-STEP

Pilot Center for Student Teaching

Elementary Student Teacher's Evaluation of the Seminar Program

1. Listed below are the dates and major topics of the seminar sessions. Rate each seminar in terms of its value to you according to the following code.

   1 of great value
   2 of considerable value
   3 of moderate value
   4 of limited value
   5 of little or no value

   _____ a. November 14, Weimer - "What is Expected of Teachers in Kanawha County"; Miss Newman, Mr. McDermott, Miss Ora Mae Poling
   _____ b. November 21, Belvil - "Orientation and Discussion of Problems"; Mr. Himelrick
   _____ c. November 28, Highlawn - "Lesson Planning and Classroom Organization"; Mrs. Beryl Santon, Mrs. Barbara Lawson, Mrs. Marlene Frazier
   _____ d. December 5, Weimer - "Working With Pupils - Discipline, Guidance, Special Education"; Mrs. Louise Bryant, Mrs. Ella Burns, Mrs. Sandra Barkey
   _____ e. December 12, Belvil - "Using Audiovisual Aids in Teaching"; Mr. Walter Felty, Mr. Joe McCann
   _____ f. December 19, Highlawn - "Evaluation, Reporting, and Parent-Teacher Conferences"; Miss Ora May Poling, Mrs. Beatrice Beall, Miss Winifred Newman, Mrs. Ruby Reeves
   _____ g. January 2, Board of Education - "Tour of Facilities in Central Office"; Mr. Robert Humphreys, Host
   _____ h. January 9, Belvil - "Teaching and the Curriculum in Special Areas"; Miss Magdalene Servais, Mr. Alan Canonico, Mr. Handley Burdette

2. Please indicate with a check mark your preference in each of the groups below.

   A. Length of Seminars

      _____ Longer
      _____ Shorter
      _____ As is

   B. Time of Seminars (Generally)

      _____ Earlier in day
      _____ Later in day
      _____ As is

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C. Place of meeting

_____ One school
_____ County office or other location away from school
_____ As is, alternating between schools

D. Content of seminars

_____ More time for general education subjects such as lesson planning, motivation, child growth and development, audiovisual aids, etc.
_____ More time for special subjects such as music, physical education, art, etc.
_____ More time for discussion of immediate problems

E. Format of seminars

_____ More formal presentations by resource people
_____ More discussion on part of students
_____ Equal balance of two

3. Reproduced below are the stated objectives of the seminar program. In each instance check the phrase which best describes the extent to which this objective has been accomplished with reference to you as a student teacher.

Objectives

A. To provide an orientation period for student teachers with respect to the nature of their opportunities and responsibilities during student teaching.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

B. To acquaint the student teacher with the philosophy and practices of the cooperating school system.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

C. To provide a forum for the exchange of ideas and the discussion of common problems among students from the five cooperating teacher education institutions.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

D. To aid the individual student teacher to develop further competencies, to reflect and draw on the teaching situation in order to strengthen and develop essential teaching skills.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

E. To provide experiences which enable the student teacher to relate theory to practice.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

F. To provide activities which stimulate and continue the professional growth of the student teacher.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

4. What do you see as the outstanding weaknesses of the seminar program?

5. What do you see as the outstanding strengths of the seminar program?

M-STEP

Pilot Center for Student Teaching

Secondary Student Teacher's Evaluation of the Seminar Program

1. Listed below are the dates and major topics of the seminar sessions. Rate each seminar in terms of its value to you according to the following code.

   1 of great value
   2 of considerable value
   3 of moderate value
   4 of limited value
   5 of little or no value

   _____ a. November 20, DuPont High - General Problems and Mid-Term Evaluations. Mr. Himelrick
   _____ b. November 29, DuPont High - Lesson Planning and Classroom Organization. Mr. Himelrick
   _____ c. December 7, Nitro Junior High - Evaluation of Students. Mr. Masonis
   _____ d. December 13, Nitro Junior High - Use of Audiovisual Materials. Mr. McCann
   _____ e. December 20, Nitro Junior High - The Professional Association. Mr. McDermott
   _____ f. January 3, Charleston High - General Problems - AFT - NEA. Mr. Himelrick
   _____ g. January 10, Board of Education Office - Time With Subject Matter Supervisors.

2. Please indicate with a check mark your preference in each of the groups below.

   A. Length of seminars

      _____ Longer
      _____ Shorter
      _____ As is

   B. Time of seminars

      _____ Earlier in day
      _____ Later in day
      _____ As is

   C. Place of meeting

      _____ One school
      _____ County office or other location away from school
      _____ As is, alternating between schools

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D. Content of seminars

_____ More time for general education topics such as lesson planning, motivation, child growth and development, etc.
_____ More time for special activities such as visits with subject matter supervisors, audiovisual workshops, etc.
_____ More time for student discussion of immediate problems

E. Format of seminars

_____ More formal presentations by resource people
_____ More discussion on part of students
_____ Equal balance of two

3. Reproduced below are the stated objectives of the seminar program. In each instance check the phrase which best describes the extent to which this objective has been accomplished with reference to you as a student teacher.

Objectives

A. To provide an orientation period for student teachers with respect to the nature of their opportunities and responsibilities during student teaching.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

B. To acquaint the student teacher with the philosophy and practices of the cooperating school system.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

C. To provide a forum for the exchange of ideas and the discussion of common problems among students from the five cooperating teacher education institutions.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

D. To aid the individual student teacher to develop further competencies, to reflect and draw on the teaching situation in order to strengthen and develop essential teaching skills.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

E. To provide experiences which enable the student teacher to relate theory to practice.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

F. To provide activities which stimulate and continue the professional growth of the student teacher.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

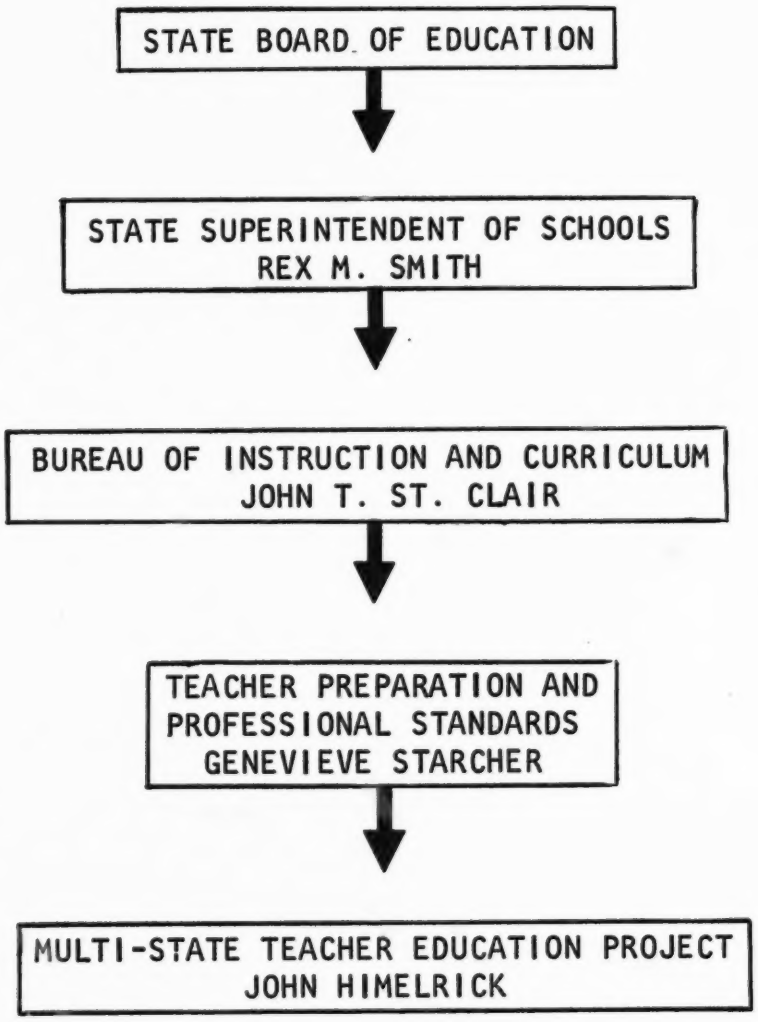
4. What do you see as the outstanding weaknesses of the seminar program?

5. What do you see as the outstanding strengths of the seminar program?

APPENDIX C

Organizational Charts

M-STEP
PILOT CENTER FOR STUDENT TEACHING
POSITION OF PROJECT IN STATE DEPARTMENT



PILOT CENTER FOR STUDENT TEACHING

ADVISORY COMMITTEE[1]
(Nine Members)

Marshall University	(1)	Kanawha	State
Concord College	(1)	County	Dept.
Morris Harvey	(1)	Schools	of
W. Va. State	(1)		Educ.
W. Va. Tech	(1)	(3)	(1)

↓

DIRECTOR, M-STEP[2]

↓

COLLEGE AND UNIVERSITY[3]	PUBLIC SCHOOLS[3]	STATE DEPT. OF EDUC.[3]
Administrators	Administrators	Administrators
Teacher Educ. Personnel	Supervisors	Subject Area Specialists
Student Teachers	Principals	Curriculum Specialists
	Auxiliary Personnel	Special Area Personnel
	Supervising Teachers	

↓

PLANNING SUB-COMMITTEES[4]

Student Teaching Experiences | Evaluation | Finance | In-Service | Seminar

↓

STUDENT TEACHING PROGRAM

[1]The Advisory Committee serves as a planning and policy setting body within the framework of the M-STEP proposal.

[2]The Director serves as an administrator of the program and coordinator of the resources of the teacher education institutions, the public schools and the State Department.

[3]Personnel involved in planning the student teaching program.

[4]The sub-committees are composed of a broad representative sample of personnel from the three groups.

M-STEP
PILOT CENTER FOR STUDENT TEACHING